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ABSTRACT

The manual provides an overview of the Burris-Ball State Migrant Education Program and its program components. A general description of the tutorial component, designed to meet the unique educational needs and interests of elementary and secondary migrant students not serviced by other migrant education programs, precedes an explanation of the tutors' roles and responsibilities. Next the manual describes the Migrant Student Record Transfer System (MSRTS) and the Skills Information System (SIS), which consists of skill lists for early childhood development, math, reading, and oral language. Receiving and sending procedures for MSRTS and SIS are described, as well as the features of each skills list. The manual includes charts of the Migrant Education Services organization, MSRTS student data flow, and MSRTS information. The manual includes brief descriptions of the Materials Development and Resource Center (MDRC), the career awareness residency program, a profile study of migrant students, a statewide needs assessment, the secondary credit exchange program, and the book distribution program; steps in using the MDRC; sample skills sheets; guidelines for attractive and individualized instructional materials; some basic types of learning activities; and suggested activities for increasing skills in oral language which are correlated to skills designated by the SIS. (NQA)

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TUTOR MANUAL

ED226932

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By
Pamela J. Wade
Instructional Coordinator
May 1982

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Indiana Department of Public Instruction
Harold H. Negley, State Superintendent

Indiana Department Of Public Instruction
Harold H. Negley, Superintendent
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INTRODUCTION

In order for tutors to be more effective, it is necessary for them to have more than a vague idea of the services that are offered by the Burris-Ball State Migrant Education Program. The following pages contain a general description of the overall program as well as detailed explanations of the individual components.

It is hoped that the information contained herein will provide tutors with the details related to their positions and duties as well as enabling them to better view their roles in relationship to the total program.

Another purpose of this component is to conduct workshops for teachers of migrant students in make and take materials development. The program utilizes a van to conduct the workshops throughout the state at various locations. All materials and activities that are available through the MDRC and MDRC workshops will be based on and coded to the skills that are designated and listed by the Skills Information System (SIS).

The Burris-Ball State Migrant Education Program also includes several auxiliary components that are ultimately designed to provide information and enhance opportunities for migrant students. Such components include: a profile study of the migrant students; a statewide needs assessment; a secondary credit exchange program and a book distribution program.

The staff required to perform the duties associated with each of the above mentioned components is as follows

Program Director

Migrant Student Personnel Specialist

Instructional Facilitator

Information Management Specialist

MDRC Resource Specialist

Instructional Assistant

Secretary

PROGRAM OVERVIEW

The Burris-Ball State Migrant Education Program is a statewide program that attempts to meet the unique needs and interests of migrant students during their stay in Indiana.

This program is affiliated with Burris Laboratory School at Ball State University, and is located at 4017 West Jackson Street in Muncie, Indiana.

The first component of the program is a summer and fall tutorial outreach program, which provides on-site instructional services to elementary and secondary migrant students who are not serviced by other migrant education programs throughout the state of Indiana. Instruction is aimed at increasing basic skills in the areas of oral language, reading and mathematics.

The second component concerns secondary career awareness for migrant students between the ages of fifteen and nineteen. The career interest of potential participants is determined by having each student complete a Vocational Interest Survey Form. Participants then spend a four day period in residence at Ball State University. This time is spent in a variety of activities that enable the students to examine and possibly clarify their career goals and expectations.

The third component of the program is the Materials Development and Resource Center (MDRC). One purpose of this component is to provide a center where teachers of migrant students from all over the state may come to receive direction in the development of learning materials and activities.

Tutorial Outreach

GENERAL DESCRIPTION

The summer and fall tutorial component of the Burris-Ball State Migrant Education Program is designed to meet the unique educational needs and interests of elementary and secondary migrant students who are not serviced by other migrant education programs throughout the state of Indiana. Instruction is directed at the general areas of reading, oral language and math.

Instructional personnel go directly to campsites and establish suitable facilities for instruction. After pre-assessment of each student has been completed, instruction is begun on either an individual or group basis.

Tutors will have a variety of roles and responsibilities not only to students, but also to the program as well. The pages in this section explain those roles and responsibilities and provide some guidelines for tutors.

RECIPE FOR A MIGRANT TEACHER

Select a sympathetic personality. Trim off all prejudices, superiority complexes, intolerance and haughtiness. Pour over it in generous portions a mixture of the wisdom of Solomon, the knowledge of Socrates, the courage of Daniel, the strength of Samson, the craftiness of Delilah and the patience of Job. Add a sizable amount of the knowledge of two languages and an understanding of diverse cultures. Season with the salt of experience, the pepper of animation, the oil of sympathy, a dash of humor and a cup of the good wine of empathy. Stew for about four years in non-airconditioned portable classrooms, testing occasionally with the fork of sharp criticism thrust in by a principal, superintendent or migrant program coordinator. When thoroughly done, garnish with a meager salary and serve hot to the community.

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

1. Get to know and like your students.
2. Try to find out what interests your students.
3. Be sure that your students succeed.
4. Know your students by name.
5. Be sincere with praise.
6. Vary educational activities.
7. Be friendly.
8. Be fair.
9. Do not be absent or late without contacting someone who is able to inform your students.
10. Help your students feel good about themselves.

DO'S AND DON'TS FOR TUTORS

DO:

a. praise for genuine success
b. tell the child good things about himself
c. be creative

DON'T:

a. berate or belittle <u>any</u> success
b. offer indiscriminate or useless praise
c. correct "errors" in speech that are characteristic of the student's dialect
d. act cold and indifferent

ROLE OF THE TUTOR

1. The Tutor's role is to provide the encouragement and support of a friend

2. The Tutor will show her/his acceptance of the student by listening to what they have to say

3. The Tutor will help students to develop a positive attitude toward learning by giving them tasks that they are able to perform and by telling them that they have performed them well

4. The Tutor will not berate the students for their mistakes, but will encourage them to respond to materials of ever-increasing difficulty by being receptive to their efforts

5. The Tutor will provide accurate student information to program staff

6. The Tutor will perform all duties as stated as well as all others that may be assigned by the Program Director or Instructional Facilitator

7. The Tutor will attend all instructional sessions at the time he/she has established. If it is necessary for a tutor to be absent, he/she must notify students and the Instructional Facilitator.

TUTOR PRE-SERVICE TRAINING

Before beginning on-site instruction, tutors will attend a three day pre-service training session at the Migrant Education Center. Dates for pre-service training will be established and prospective tutors notified once it has been determined when on-site instruction will begin.

During the pre-service training sessions, tutors will meet the MEC staff and become familiarized with program operations and goals, reporting procedures for MSRTS purposes, and their roles and duties as tutors. Tutors will also receive instruction in preparing educational activities and materials and be given the opportunity to create their own materials and activities by using the facilities of the Materials Development and Resource Center. Distribution of supplies will also occur during this time.

Tutors will receive compensation for the time spent in pre-service training. Those who must travel farther than 70 miles round trip will receive travel reimbursement at the current rate, and those who must travel more than 120 miles round trip will be provided lodging should they wish to spend the night rather than return home.

ESTABLISHING FACILITIES

Instructional facilities will be established for each camp location that is serviced by the program. The type and location of the facility will be determined by conditions that exist at the camp. Whenever possible, facilities will be established in a structure that provides shelter from the elements. However, this is not possible in all instances. Much depends on the cooperation of the involved grower and the availability of such a shelter.

When first establishing facilities, the Instructional Facilitator or the Instructional Assistant will accompany the tutor and talk to the grower or his representative. The goals of the program will be explained for the purpose of receiving the growers' permission for instruction to begin.

STUDENT ASSESSMENT

Pre- and post-assessment of each student will be accomplished by a trained testing team. Students will be tested in the areas of reading, math and oral language in order to determine their individual ability levels. Assessment instruments will consist of the Michigan Migrant Reading Test, the Michigan Migrant Math Test and the Language Assessment Scales.

Pre-assessment will take place shortly after students are enrolled in the tutorial program. After ability levels of individual students have been ascertained, the information will then be communicated to the involved tutor(s) and activities will be directed at meeting individual student needs.

Post-assessment will occur shortly before the end of the tutorial program. If a tutor has advance notice of the withdrawal of a child due to parental mobility, arrangements can be made to have the testing team available for an unscheduled visit to the camp for post-testing of that specific student.

Post-assessment results will be used to determine how far each student has advanced during the tutorial program. Results will also be made available to the student's homebase school upon request. Post-assessment scores will also be one of the factors considered when evaluating tutorial staff members for future employment.

STUDENT INTEREST SURVEY

In order to best meet the needs of your students, you must first discover what some of their interests are. This can be accomplished by administering an interest survey during one of the first few instructional sessions. Such a survey can serve the purposes of: 1) allowing you to discuss topics that are of interest to your students and 2) providing you with information that will be useful when planning learning activities that are interesting to your students.

A copy of the interest survey which you will be using can be found on page 12. Though only the English version has been included in this manual, there is also a Spanish version that can be used with those students who do not read English. It is preferable, however, that the English version be used if at all possible. Sufficient copies of each version have been included with the materials you will receive during the pre-service training session.

INTEREST INVENTORY

1. My favorite food is _____
2. My favorite T.V. show is _____
3. My favorite school subject is _____
4. I like stories about _____
5. I like teachers who _____
6. If I could help the teacher, I would like to _____
7. I think school is _____
8. My favorite sport is _____
9. I hope I will never _____
10. I feel proud when _____
11. I cannot understand why _____
12. When I finish school I would like to _____
13. The best person in the world is _____
14. If I had three wishes, I would wish for _____
_____
15. After school, I like to _____
16. My favorite game is _____
17. My hobby is _____
18. I have _____ brothers and _____ sisters.
19. My favorite color is _____
20. My birthday is _____

DISCIPLINE

Because a student's attendance is voluntary, discipline may be varied from any discipline experiences a tutor may have had in a formal school system. In no way can a tutor require or demand that a student attend tutoring sessions.

However, if a student voluntarily attends sessions, it is reasonable to expect him to follow a course of behavior that contributes to a suitable environment for effective learning to be accomplished. It is suggested that each tutor establish rules of conduct that he/she wishes students to observe during instructional sessions. Students should be verbally informed of rules and when possible, a list of the rules should be posted in a place of high visibility.

Corporal punishment is <u>not</u> an acceptable form of discipline, and is neither encouraged nor condoned. If a student is disruptive, he should be excluded from the group until such time as he and the tutor feel that he/she is willing to behave in an appropriate manner. Many times, contact with the involved parents will eliminate behavior problems.

ATTENDANCE

It is very important that an accurate record of student attendance be maintained. Forms for recording attendance are supplied to each tutor (see page 15 for an example of the attendance forms). It is mandatory that tutors complete attendance records each day as well as keeping a record in the gradebook. Completed forms must be presented at the time of termination of tutoring operations or on request by the Instructional Facilitator or Instructional Assistant.

DO NOT WAIT UNTIL THE LAST MINUTE AND TRY TO COMPLETE FORMS FROM MEMORY. MAINTAIN AN ONGOING RECORD OF ATTENDANCE. THESE FORMS WILL BE CHECKED DURING VISITS BY THE INSTRUCTIONAL FACILITATOR OR INSTRUCTIONAL ASSISTANT

ATTENDANCE RECORD

NAME: _____

GRADE: _____ DATE OF ENROLLMENT: _____

AGE: _____ DATE OF WITHDRAWAL: _____

CAMP: _____ NUMBER OF DAYS PRESENT: _____

WEEK FROM	TO	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

I certify that this attendance record is an accurate account of this student's attendance.

_____ _____

Date Tutor's Signature

BI-WEEKLY REPORTING

It is required that tutors submit a bi-weekly report on each student so as to keep the Instructional Facilitator informed of student progress. This report should consist of any information that may be relevant to the educational process. Reports should include information such as age, grade, progress, problems, special interests, etc.

Bi-weekly reports will be placed in the student's files for reference purposes. Reports need not be typed. (See page 17 for an example of a bi-weekly report)

CAMP VISITS

The Instructional Facilitator or Instructional Assistant will intermittently visit each involved tutoring site for the purposes of delivering supplies or materials; answering questions; obtaining parental and tutor input; evaluating tutor performance; and evaluating program progress. The number of visits to each site is variable. If time permits a minimum of three visits will be made to each site.

It is entirely possible that visits will be unannounced. Such unannounced visits should proveto be no inconvenience to tutors as they will occur during the times which the tutor has indicated that he/she is involved with on-site instruction. If a visit is made and a tutor is not on-site during the time he/she has indicated, termination will result unless satisfactory explanation is provided.

BI-WEEKLY REPORT

Monday, July 27, 1981

Christopher Cantu- has been doing well on 2nd grade subtraction problems but still works left to right on them. Has also done 2's in multiplication. Is doing very well on 2nd grade reading papers. Comprehends excellently - does terrific job on Oral Language. Has a definite speech problem for a 7 year old. At first was most difficult to interpret his speech but I've learned his "language" (English!) Perfect Attendance

Joe Cantu-had poor attendance and causes several discipline problems. I hear his parents have tried everything. He does well on addition and subtraction but has great difficulty with multiplication. He does still use his fingers in math. He obviously has problems with memorization. He reads orally very well and does terrific in reading and oral language worksheets

Nick Cantu- an interesting boy. Shows great interest in humanity - especially animals. He's very good in art. He does average math work and also well in reading and oral language. Has some minor problems following directions. Attends fairly regularly. Kind of a loner, but no boys his age around.

Andy Gonzales- has only completed Kindergarten and will be entering 1st grade. We are mainly working on following directions, which he has trouble with, and some simple math skills, which he's progressing well on.

Maricela Gonzalez- she has completed 5th grade but has a lot of trouble with 5th grade work. She does complain that it's "too easy" but can't do it alone. She joined in a volunteer group learning about fractions because she has a lot of them in her math work. She does poorly on comprehension problems and usually requires much explanation of directions. But she never complains! She's eager to work and for reinforcement. Her attendance has been good until just lately.

David Luna- the kids say he got a job somewhere but he's not been back since the first day.

TUTOR EVALUATION

Tutors will be evaluated both formally and informally by migrant parents and the Instructional Facilitator. Evaluations will determine continuing employment as well as possible future employment.

Tutors will be formally evaluated with regards to performance. Parents of participating students will be requested to answer questions on a Parental Input Form. (See pages 23-24). Answers to questions on the Parental Input Form will be obtained by the Instructional Facilitator or the Instructional Assistant. Student achievement will also be a major factor when determining tutor performance. As it is important that students do not regress in the basic skills, tutor performance will be judged in relationship to student gains on post-assessment instruments.

Informal evaluation will be based on observations of the Instructional Facilitator and/or the Instructional Assistant. Such areas as cooperation, rapport with students and fulfillment of <u>all</u> required tasks will be noted.

Since the main goal of the tutorial program is to provide a positive and effective educational experience for migrant students, should a problem arise concerning tutor performance in any area, personal contact will be made by the Instructional Facilitator and an attempt will be made to resolve such problems. (Documentation of this contact will be placed on file at the Migrant Education Center.) In the event that a resolution is not forthcoming, the Burris-Ball State Migrant Education Program retains the right to

immediately terminate the tutor in question or refrain from considering the tutor for future employment.

TUTOR INPUT

Tutor input is a vital consideration in assuring the continued success of the tutorial program. We are constantly striving to improve our methods, techniques and materials so as to best serve the needs of migrant students while they are in Indiana.

Tutors are an important asset and resource. Because they have the most extensive contact with students and parents, they are also the best judges of whether or not we are doing the best possible job with the tutoring project. If improvements are needed in any areas, the tutors are some of the best people to point them out.

For this reason, we encourage and solicit both formal and informal input from tutors. All constructive criticism and suggestions are given serious consideration. For tutor convenience and anonymity, we have developed a formal Tutor Input Form (See pages 20-21). Completion of this form is a <u>requirement</u> for all tutors. You must complete this form and bring it with you to the tutor post-service session. Informal input is welcomed at any time.

TUTOR INPUT FORM

1. How many students did you service? __

2. Of the total number of students enrolled, how many attended at least three tutoring sessions per week? __

3. How many of your students were bilingual? __

4. How many of your students spoke Spanish only? __

5. How many of your students spoke English only? __

PLEASE CIRCLE YOUR RESPONSE TO THE FOLLOWING QUESTIONS

6. What type of instruction did you use most often?
   Whole Group
   Small Group
   Individual

7. Do you feel that the packets of worksheets were valuable teaching aids? yes no

8. Do you feel that the worksheets were appropriate for their designated grade level? yes no

9. Do you feel that the learning centers were valuable teaching aids? yes no

10. Do you feel that the learning centers were appropriate for the designated grade level? yes no

11. Do you feel that the available games were useful as instructional aids? yes no

12. Were you able to use the Xerox books in your instruction? yes no

13. Do you feel that having a testing team was more efficient than having tutors do all of the testing? yes no

14. Were test results useful to you? yes no

15. Do you feel that adequate supplies and materials were either provided to or available to you? yes no

16. Do you feel that materials and/or supplies were provided to you within a reasonable amount of time after you requested them? yes no

17. Do you feel that you were given enough training, preparation and information during the pre-service session? yes no

18. Do you feel that the staff in the main office was cooperative? yes no

19. Do you feel that you received enough direct supervision from the Instructional Facilitator? yes no

20. Was indirect supervision (phone, correspondence) adequate? yes no

21. Do you feel as if the work you did was an important part of the program as a whole? yes no

22. Do you feel that your suggestions and/or criticisms were seriously considered? yes no

23. Do you feel that you would have been a more effective tutor had you been bilingual? yes no

PARENTAL INPUT

It is our desire that migrant parents have a great deal of active involvement in the educational experiences of their children. It is hoped that tutors will solicit and encourage such involvement.

Formal and informal input from migrant parents is extremely important as a measurement of the success or failure of any part of the tutorial program. It also provides parents with a mode of expressing comments and concerns they may have regarding tutorial operations. Obtaining formal parental input is the responsibility of the Instructional Facilitator and the Instructional Assistant. (See pages 23-24 for Parental Input Form.

Written documentation of informal parental input or contact must be made by tutors. All contact with parents should be documented with regard to the date on which it occured and what form it took. Examples of desirable contact are visitations to tutoring sessions, participation in field trips and assistance with any instructional activity.

All contact with parents, even that of a negative nature, should be documented.

PARENTAL INPUT

PARENT'S NAMES: _____

_____

Date: _____

Interviewed by: _____

1. Do you think the summer tutoring program is educationally beneficial to your child/children?

   ____ yes ____ no

2. In which area do you notice the most improvement in your child/children?

   ____ Reading

   ____ Oral Language

   ____ Math

3. Do your child/children seem to enjoy attending the tutoring sessions?

   ____ yes ____ no

4. Does your child/children seem to enjoy what he/she/they are being taught?

   ____ yes ____ no

5. Do your child/children seem to like the tutor?

   ____ yes ____ no

6. Do you have to force your child/children to go the the tutoring sessions?

   ____ yes ____ no

7. Do you know who the tutor is?

   ____ yes ____ no

8. Has the tutor ever invited or encouraged you to attend the tutoring sessions?

   ____ yes ____ no

9. Have you ever visited any of the tutoring sessions?

   ____ yes ____ no

10. Have you ever spoken with the tutor?

    ____ yes ____ no

11. Are you kept informed about the progress your child/children is/are making?

    ____ yes ____ no

12. Would you like to be better informed about your child's/children's progress?

    ____ yes ____ no

13. Would you like to participate more in the tutoring sessions?

    ____ yes ____ no

14. Has the tutoring program and its goals been fully explained to you?

    ____ yes ____ no

15. How do you rate this educational experience with regards to your child?

    ____ Excellent ____ Fair

    ____ Good ____ Poor

23-24

16. Do your child/children talk about the tutoring sessions when at home?

____ yes ____ no

17. Do you discuss the tutoring program with other parents?

____ yes ____ no

18. Would you like to see this program continue in future years?

____ yes ____ no

AVAILABLE MATERIALS

Tutors have numerous types of materials that are available to them on a checkout basis through the Burris-Ball State Migrant Education Program. These materials will be supplied on a first come-first served basis and can be checked out for a period of two weeks.

Many of the commercial materials available for checkout are listed on page 27. However, these items are by no means the full extent of a tutor's resources. Through the Materials Development and Resource Center (MDRC), a tutor can obtain activities that have been specifically designed to promote learning skills in correlation with the Skills Information System (SIS) logsheets of the Migrant Student Records Transfer System (MSRTS).

Should a tutor wish to check out a specific commercial item, he/she need only contact the Instructional Facilitator or the Instructional Assistant by mail or phone and make a request for the desired item. If the item is available, it will be mailed to the tutor on the same day that the request is made. Should a desired item not be available at the time a request is made, the tutor will be contacted directly and informed of when the item will become available. The tutor will then have the option of either waiting until the desired item can be obtained or requesting a similar item.

To obtain materials and activities that are available from the MDRC, a tutor should contact the Instuctional Facilitator or the Instructional Assistant and indicate what skill he/she would like to promote. Skills should be

identified by their corresponding SIS category and number. A variety of activities and/or materials designed for promoting the desired skill will then be forwarded to the tutor. (For further information about obtaining materials from the MDRC, see pages 46-48).

In the event that a tutor is in the vicinity of the main distribution center, he/she can obtain the desired materials by simply coming into the center and choosing from any materials that are available.

PURCHASING MATERIALS OR SUPPLIES

Under no circumstances should a tutor purchase materials or supplies with her/his own money under the assumption that he/she will be reimbursed for such an expenditure. If a tutor purchases materials or supplies with her/his own money, those items then become her/his personal property. No reimbursement will be made by the Burris-Ball State Migrant Education Program.

All materials or supplies must be purchased through the main office. Should a tutor feel that he/she would like to have materials or supplies that are not initially supplied, a request should be made through the Instructional Facilitator or the Instructional Assistant. Requests will be honored when possible and if it is thought that such additional items will prove beneficial to students.

MATERIALS AVAILABLE FOR CHECKOUT

Hangman (Ages 8 - Adult)
Checkers (Ages 7 - Adult)
Rack-O (Ages 8 - Adult)
Subtraction Bingo
Addition Bingo
Multiplication Bingo
Word Yahtzee (Ages 8 - Adult)
Ad-Lib (Ages 8 - Adult)
Yahtzee (Ages 8 - Adult)
Bingo (Ages 6 - Adult)
Popper Words (Primary)
Picture Flash Words for Beginners (Primary)
Game of Life (Ages 9 - Adult)
Password (Ages 10 - Adult)
Careers Game (Ages 7 - Adult)
Sentence Cube Game (Ages 8 - Adult)
Scrabble (Ages 8 - Adult)
Bowl and Score (Ages 8 - Adult)
Go To The Head Of The Class (Ages 8 - Adult)
Concentration (Ages 10 - Adult)
Froggie (Primary)
Start Your Engines (Primary)
Count Your Change (Grades 1 - 4)
Tape Recorders
Fractions Are As Easy As Pie
Multiplication and Division Flash Cards
Addition and Subtraction Flash Cards
Addition and Subtraction Related Facts Cards

R.I.F. PROGRAM AND XEROX BOOKS

One of Indiana's greatest resources is the availability of several thousand books which have been provided by Reading Is Fundamental, Inc. (R.I.F.) and Xerox Education Publications.

R.I.F. is a national non-profit organization which works with local education agencies and other local groups to promote reading among our nation's young people. Indiana has been granted R.I.F. funds to provide books to migrant children throughout the state. These books will be distributed to all migrant projects on a routine basis and are also available at the Migrant Education Center (MEC).

In addition to those books which can be purchased with R.I.F. funds, Indiana has been fortunate to receive over 100,000 books as a donation from Xerox Education Publications. Quantities of these books will be distributed to each program site during workshops conducted by the Materials Development and Resource Specialist. They are also available from the MEC upon request. Though R.I.F. books cannot be used in a curricula, no such restriction accompanies the Xerox books.

Since the migrant lifestyle is so mobile, many migrant children make no lasting friendships with their peers. Through the distribution of the many books at our disposal, it is hoped that migrant children will learn that books are friends that will not desert them. They will learn that reading is fun and that it will help them in all areas of their school life.

FIELD TRIPS AND LIABILITY

No liability coverage is provided to employees of the Burris-Ball State Migrant Education Program. If a tutor wishes to provide a field trip experience for students, he/she must do so at her/his own risk. The Burris-Ball State Migrant Education Program cannot be held liable for any accidents which may occur. Tutors are at all times individually responsible for the safety of any student under their supervision.

It is suggested that tutors acquire some type of liability coverage for their protection. However, none of the cost for such coverage will be incurred by the Burris-Ball State Migrant Education Program.

CONTACT PEOPLE

It is possible that tutors may encounter problems for which they would like advice or answers from either the Program Director or the Instructional Facilitator. Should such an occasion arise, tutors are encouraged to contact the MEC office by phone. If the desired person cannot be reached through the MEC, a message should be left and the call will be returned as soon as possible.

In the event that a tutor feels any matter to be of an urgent nature, and the MEC is closed, it may be possible to reach staff members at home.

Tutors are encouraged to reverse the charges when calling the main office. However, it is preferable that no collect calls be made to home phones.

All contact numbers are listed below:

Migrant Education Center	(317) 285-8118
Pam Wade, Instructional Facilitator	(317) 284-9506
John Myers, Director	(317) 759-6069

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Migrant Student Record Transfer System (MSRTS)

GENERAL DESCRIPTION

The MSRTS, a nationwide communications network, helps school personnel by collecting and storing health and academic records. Before MSRTS was established in 1969 through Title I of ESEA, educators working with migrant children were generally unable to obtain and exchange accurate, complete, up to date records on migrant children due to their rapid mobility. Consequently, improper grade placement, constant retesting and duplication of services often resulted. By providing meaningful background data, continuity of health and educational services is a realistic goal for migratory children.

The MSRTS has a central computer in Little Rock, Arkansas to assure the rapid transmittal of student data and assist in the appropriate use of data. Once the child has been identified by an MES field representative, he can be enrolled onto the MSRTS for a particular school corporation. This enrollment initiates the receipt of MSRTS student records at the school corporation for their use and for eventually sending up to date information back to the central depository in Little Rock. Thus, the cycle of transmitting student information from the computer to the school and back to the computer, via the MES Terminal Operator, promotes the development of a comprehensive record for the mobil student. Continued use of these records permits the school to serve his unique needs, thereby offering him a better opportunity to pursue goals of his choice in society.

SIS

In addition to the MSRTS educational and medical records, another component for academic data exists called the Skills Information System (SIS). The SIS consists of skill lists for Early Childhood Development, Math, Reading, and Oral Language. Each Skills list is like a catalog or directory of activities. They are not intended to be used as a curriculum, an evaluative tool, or prescribed learning sequence. The lists are developmental but not sequential and describe only what a child does, not when he should do it. Skills also become part of each student's records on the MSRTS and will be available to teachers and aides serving migrant students. The same MSRTS cycle of transmitting student data is used for the SIS. Within the cycle of data exchange the teachers receive and send student information (see diagram on page 43). Following are the receiving and sending procedures.

RECEIVING INFORMATION

Receiving information on migrant students arrives via the MSRTS program. A tutor receives this data from the Information Specialist in a packet which usually includes the following items:

1. MSRTS Uniform Migrant Education Transfer Form
2. MSRTS Uniform Migrant Student Medical Transfer Form
3. MSRTS Skills Information System (SIS) Logsheets
4. SIS Transmittal Records

A starting point for more effective instruciton can be obtained from skills reported for each student on the SIS logsheet. This SIS data provides the tutor with a relevant point of instruction while assessment is taking place. The skills received that other teachers have reported are marked with blue ink on the logsheets. If there have been no skills checked, it will be up to the tutor to determine a starting activity while assessment is being conducted.

MSRTS INFORMATION FLOW PROCEDURES

RECEIVING STUDENT INFORMATION:

MES FIELD STAFF Informs families at camps of the project

TUTOR Lists all participating students. provides name, age, and grade for all first time participants within 24 hours to the Instructional Facialitator

INSTRUCTIONAL FACIALITATOR Reviews the list and gives it to the Information Specialist

INFORMATION SPECIALIST Requests records from MES

MES MES enrolls the students for Burris

INFORMATION SPECIALIST Gives tutor a student Information packet for each participant receiving MSRTS data

TUTOR Receives Student Information Packets (see example packet)

Contains: SIS Transmitted Record
MSRTS Educational Record
MSRTS Medical Record
SIS Logsheets (see attached MSRTS/SIS Procedures)

- If records are not received within 10 days, notify the Information Specialist immediately
- If you have records but no student them for some reason that student may have decided not to attend or he/she may not be aware of the tutoring services. The Tutor informs them however, attendance is not mandatory.
- Retains the received MSRTS information to better enable him/her to establish an individualized relationship with students. (See MSRTS Reference Manual for decoding transfer record student data).

SENDING INFORMATION

Migrant students are enrolled for a particular school session so they also have to withdrawn from each school session. Familiarization with your students and their families will be very beneficial. Families often times move from a camp with no notice. Other students frequently inform the tutor when a family has moved. All students must be withdrawn either when they move or when the school session ends, whichever comes firs. (Sending information on migrant students also is done via the MSRTS program).

At withdrawal time the tutor submits to the Information Specialist on the SIS forms provided the following information:

1. Last date of attendance
2. New SIS data
3. New health data
4. New academic data
5. Any revised student data

This informaiton must be received within 3 days so the information can be transmitted to the MSRTS computer for immediate availability to the next teacher to work with the student. Familiarization with the forms will make submitting the necessary information easier and quicker at withdrawal time.

SKILLS INFORMATION SYSTEM(SIS)

The SIS data indicates to the receiving teacher what the sending teacher was working on with the student at the time of withdrawal from the last reporting school.

Each Skills List is like a catalog or directory of activities.

The Skills Lists are not intended to be used as a curriculum, an evaluative tool, or a prescribed learning sequence.

The Lists are developmental but not sequential. They describe only what a child does and not when he should do it.

All Skills are reported at the time of withdrawal

Logsheets are used to report skills.

Features of Each Skills List

<u>Early Childhood Skills List</u>

1. Submit 1-9 skills maximum at the time of withdrawal
2. Spanish translation of Skills List on reverse side; record only in English

MSRTS INFORMATION FLOW PROCEDURES

SENDING STUDENT INFORMATION:

TUTOR Updates student data with Red Ink to show the experience that student had while working with the Tutor.

-Record the skills which each student was working on at the time of withdrawal (See 1982 SIS Procedures)

-Record new health data on the medical roster

TUTOR Records a withdrawal data which is the last day the student attended

-If a student never attended then a next day withdrawal date is used (i.e. enrolled 06/01/82, withdrawn 06/02/82)

TUTOR Records the number of days the student was present during the session.

TUTOR Sends all of the new student data on the appropriate forms to the Information Specialist within 3 days after the withdrawal.

INFORMATION SPECIALIST Reviews the forms before forwarding the data to the MES office for computer transmitting.

MES TERMINAL OPERATORS Transmit the new student data to the MSRTS Central Depository for other teachers to access.

Reading Skills List

1. Submit a maximum of 3 skills at the time of withdrawal

2. Circle, in the teacher's opinion, the instructional level of the student

3. Separate English and Spanish Lists; record either or both

4. Submit at the "skill level" or "subtopic" level

Math Skills List

1. Skills can be mastered

2. Submit a maximum of 3 skills mastered and/or 3 skills worked on at the time of withdrawal

3. Skill codes include letter (ex., A,B,C, in most cases

4. Submit at the "skill level" or "subtopic level"

Oral Language Skills List

1. Submit a maximum of 3 skills at the time of withdrawal

2. Record either English or Spanish

INDIANA SKILLS INFORMATION SYSTEM (SIS) PROCEDURES

Title I Migrant Education / MSRTS

RECEIVING SKILLS INFORMATION

Reading- the most recent skills "under study" for the child from the last reporting school

Math - The 10 Follow-up (the 10 most recently mastered skills)

Oral Language- the most recent skills "under way" for the child from the last reporting school

Early Childhood - the most recent skills "under study" for the child from the last reporting school

1. If the receiving school wants this information before receiving their printout 3 to 4 days after enrollment, a request is made to the Terminal Operator.

2. These requests are answered over the telephone or through the U.S. Mail.

Oral Language This is the same as came to the Terminal Center

Logsheets - The received skills are recorded onto the appropriate logsheet in blue ink.

Reading- use a check mark (Circled is the instructional level)

Math - for skills mastered - the date of mastery for skills under study - a check mark

Oral Language - a check mark

Early Childhood - a check mark

Inquiries for a particular skill can be made through the teletype operator. A yes or no answer will be received.

SENDING SKILLS INFORMATION

I. PROCEDURES

A. Title I Migrant Resource teachers or aides are responsible for recording skills information on the logsheets. All new information is recorded with RED INK.

B. Color-coded logsheets are provided for each Skills List.

C. A maximum of 3 skills for each area are recorded at withdrawal (9 for Early Childhood)

-When reporting skills under study at withdrawal, you are reporting those skill which the child was currently learning at the time, NOT what he/she already learned and was simply doing.

D. Logsheets are submitted to the Information Specialist within 2 days after withdrawal

E. As a reminder, the Tutor is responsible for the accuracy of the information on the logsheet, so carefully check the names, numbers, and skills.

F. Any skill can be reported only one time during an enrollment period, so please try not to duplicate.

II. Skill Lists

A. READING

1. Circle what is, IN THE TEACHER'S OPINION, the instructional level of the student (K,1,2,3,4,5,6,7,8,9,10,11,12)

2. Use a check mark to report skills under study

3. Report at:
   a. the subtopic level (3 digit number); indicates all skills under that subtopic are being reported
   b. the skill level (5 digit number); -all the numbers and letters must be considered

4. Reading Skills can be reported for both English and Spanish reading skills.

5. Report a maximum of 3 skills per student

B. MATH

1. More than one logsheet could be used for Math if a student is working at different levels (K-3, 4-6, 7-9)

2. To report Skills Mastered - This is the only time to record a date next to the code number.

3. Use a check mark to report skills under way

4. Report at:
   a. the subtopic level (3 digit number); indicates all skills under that subtopic are being reported
   b. the skill level (5 digit number); - all the numbers and letters must be considered

5. Report a maximum of 3 skills under study and/or 3 skills mastered per student

C. EARLY CHILDHOOD

1. Use a check mark to report skills under study
2. Report 1-9 skills maximum per student

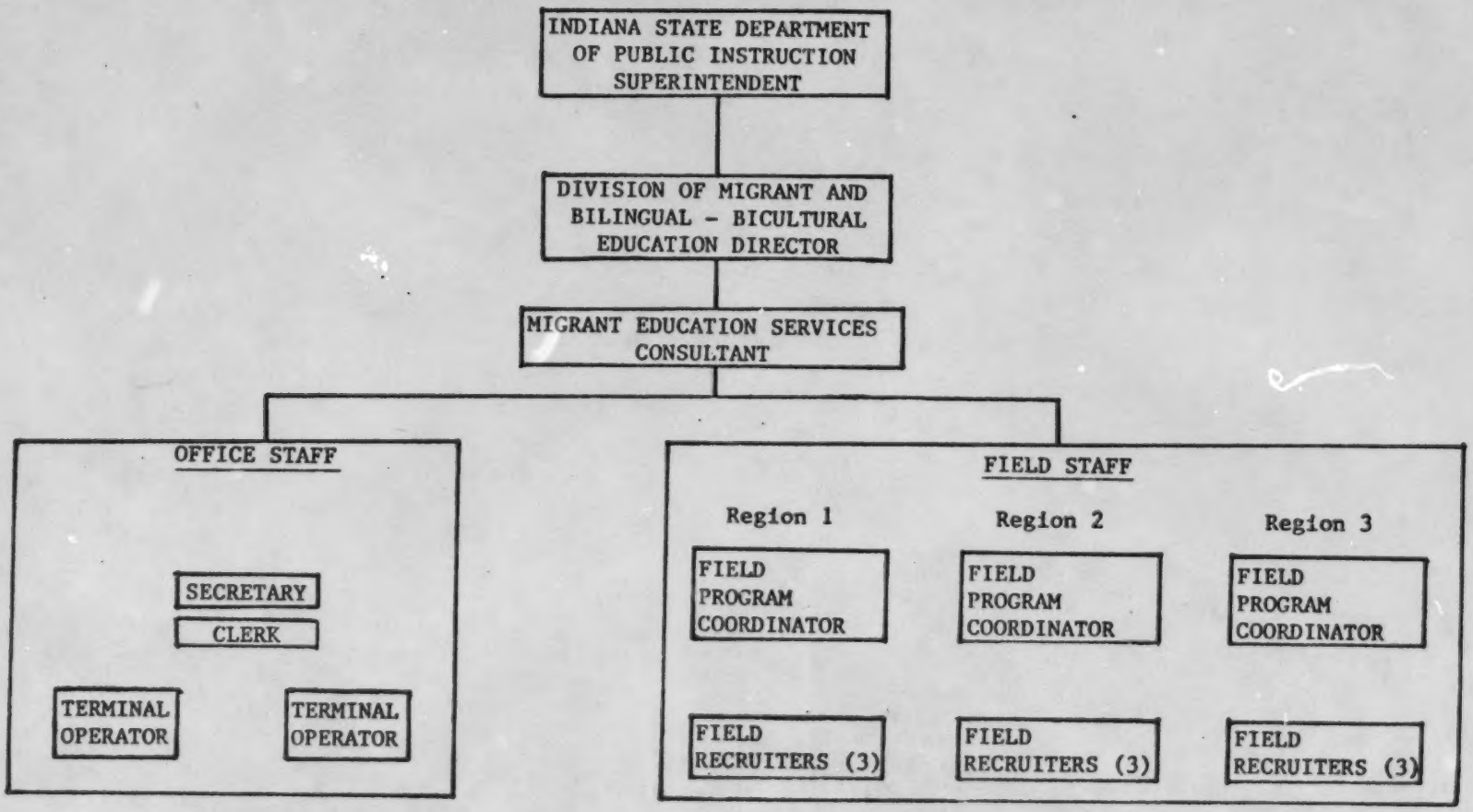
D. ORAL LANGUAGE

1. Use a check mark to report Skills under study
2. Report Skills to subtopic level
3. Oral Language Skills can be reported for both English and Spanish
4. Report a maximum of 3 Skills per student

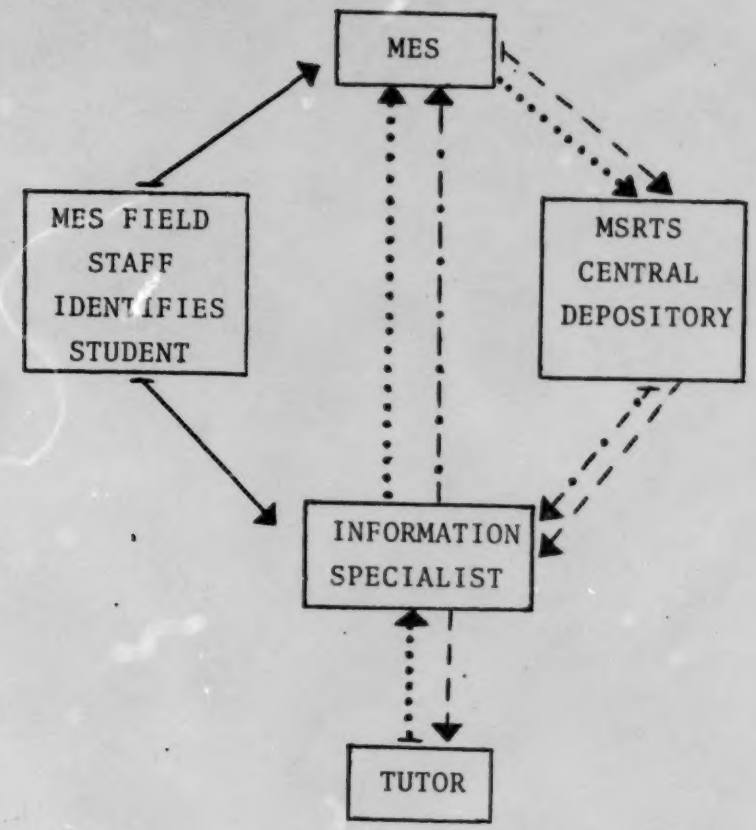
MIGRANT EDUCATION SERVICES (MES)

Migrant Education Recruitment Services (MereSer)
and
Migrant Student Record Transfer System (MSRTS)

ORGANIZATIONAL CHART



MSRTS STUDENT DATA FLOW CHART



1st Stage: ⊢————

Identification Information

- MES Field Staff identifies the student - ID Form copy goes to MES and to Information Specialist

2nd Stage: ⊢ - - - - - -

Enrollment Information

- MES Transmits enrollment information to Central Depository
- Central Depository sends enrollment records to the Information Specialist
- The Information Specialist gives enrollment records to Tutor

3rd Stage: ⊢·····

Withdrawal Information

- Tutor gives withdrawal data to Information Specialist
- Information Specialist sends withdrawal information to MES
- MES transmits withdrawal information to Central Depository

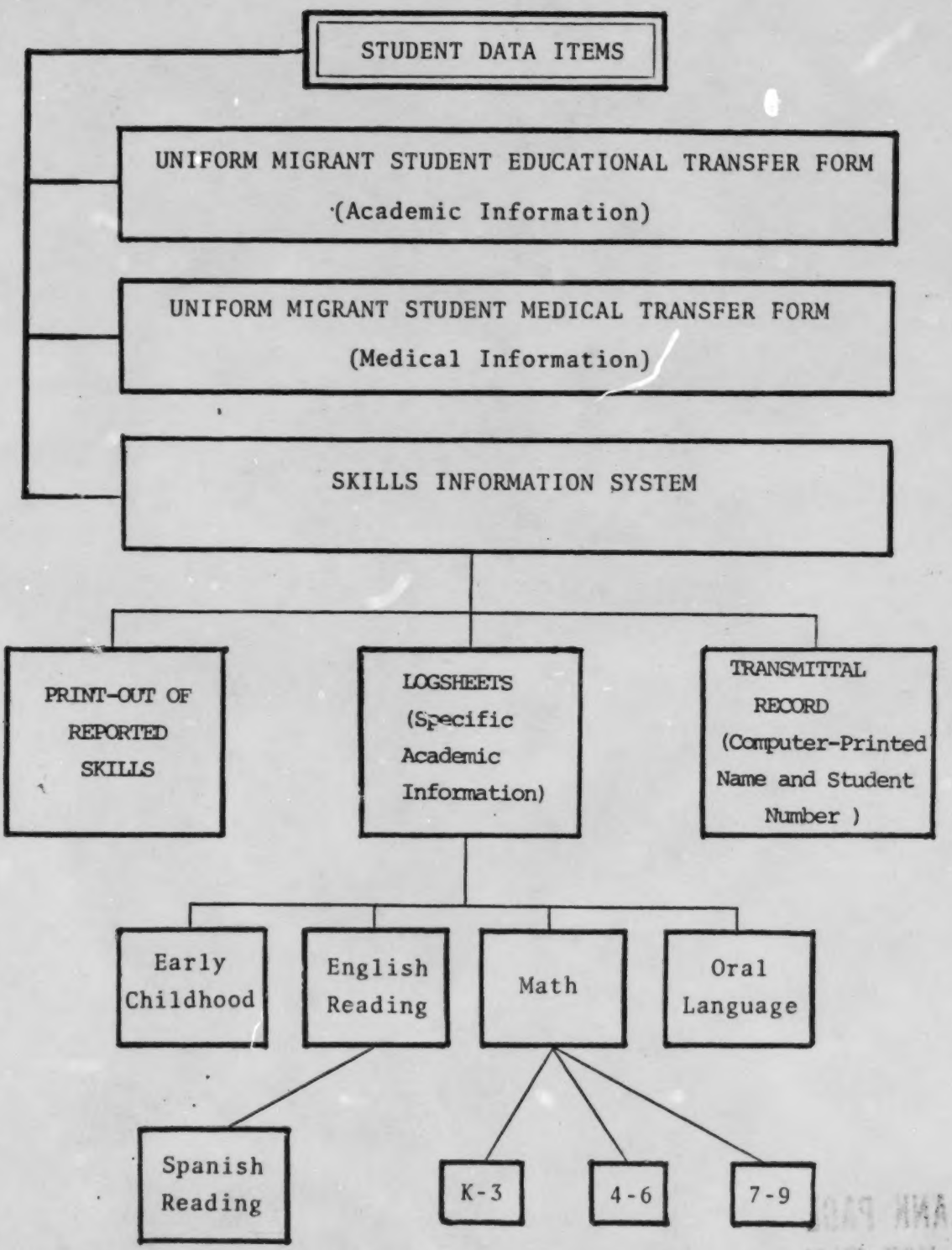
4th Stage: ⊢·-·-·—

Final Information

- Central Depository sends final records to Information Specialist
- Information Specialist sends final record copies to MES

One entire process is completed.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) INFORMATION



Materials Development and Resource Center (MDRC)

GENERAL DESCRIPTION

The purpose of the Materials Development and Resource Center (MDRC) is to provide materials, direction, and examples for teachers and aides of migrant children in designing and developing instructional materials and activities for instruction in the skills areas listed by the Skills Information System (SIS). The expected benefits for migratory children will be that teachers, tutors, and aides will have the opportunity to develop more and varied instructional activities and materials in order to provide better instruction for migrant children. This will hopefully make learning more exciting and enjoyable for migrant children.

Also a mobile system has been established to provide materials, direction and examples for teachers and aids of migrant children on a regional workshop basis. Workshops will be conducted periodically throughout the year and will be directed at designing and developing instructional activities in the skills areas listed and designated by the SIS.

MATERIALS DEVELOPMENT AND RESOURCE CENTER

The MDRC will provide visual aids, games and activities directed at teaching migrant children skills that are designated and listed by the Skills Information System (SIS) logsheets. Since these logsheets follow a discipline, area, topic, subtopic, skill format, familiarization with this format will aid in mastering the coding system and activity index system used in the MDRC. Also available from the MDRC will be a variety of supplementary functional information (i.e. puppetry construction, directions, career awareness materials, classroom management techniques).

STEPS IN USING THE MDRC

I. Find the desired skill from the SIS logsheets.

A. (For sample Oral Language Logsheet used in the following example, see pages 49-50). If the desired skill is "nouns," the following is the corresponding code: 04210.440.

0 **Discipline:** Oral Language

42 **Area:** Vocabulary Development

10 **Topic:** Basic

.440 **Subtopic/Skill:** Nouns

B. This code number is looked up in the Activity Index that corresponds to each individual discipline. (Each discipline, Math, Oral Language, Reading, has its own separate index and color code.) Each activity sheet will contain:

1. The Code Number (in the right hand corner)
2. Discipline
3. Area
4. Topic
5. Subtopic
6. Skill
7. Activity Name
8. Directions for Construction

C. Your personal copy of the entire activity can be obtained from an MDRC staff member. Also available are completed samples of games, which are coded to correspond to the SIS logsheets.

D. See pages 51-54 for sample Math 4-6 and Reading logsheets used in the following examples
If the desired skill is "an addition number sentence using word names" the following is the corresponding code number: M46W2.10901A.

M	**Discipline:** Math
46	Grade Level
W	**Area:** Whole Numbers
2	**Topic:** Addition
.109	**Subtopic:** Using work names
.10901A	**Skill:** An addition number sentence using word names

If the desired skill is "Rearranges related words to make a sentence", the corresponding code number is: RK3C1.52002

R	**Discipline:** Reading
K3	Grade Level
C	**Area:** Comprehension
1	**Topic:** Literal
.520	**Subtopic:** Sequence
.52002	**Skill:** Rearranges related words to make a sentence

Directions for finding Math and Reading Activities using the above coding system, follow steps B and C.

II. All activities can be reproduced from materials provided by the MDRC.

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **ORAL LANGUAGE**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: At time of withdrawal, report the three (3) subtopics most recently studied. Place a RED (✓) in the space next to the appropriate number.

02—LISTENING COMPREHENSION

10—ORAL DIRECTIONS: Performing a task from oral instructions.

Demonstrate performance:

_____ 020 Simple: One step.

_____ Follow a one-step oral instruction. (sit down/stand up)

_____ 040 Complex: Two or more steps.

_____ Follow two or more step oral instruction. (Go to the desk and bring me the pencil.)

20—RECALL: Accurately remembering and relating what was said.

_____ 060 Main Idea: Relate the most important main thought or idea. Listen to and relate the main idea of a:

_____ Sentence

_____ Paragraph

_____ Story

_____ 080 Sequence: Relate ideas which follow one another in specific order.

Listen to and relate the chronological sequence of events of a:

_____ Compound sentence

_____ Paragraph

_____ Story

_____ 100 Relevant Details: Relate expressions to support and develop a main idea.

Listen to and relate details which support and develop the main idea of a:

_____ Sentence

_____ Paragraph

_____ Story

30—RELATIONSHIPS: Connections among ideas or thoughts.

Listen to and identify relationships:

_____ 120 Cause/Effect: A pattern of organization in which one action is the direct result of another action.

_____ Relate the cause of an event from a sentence or story.
(cause)
(cause) and broke a leg. Since it was cold the boys wore sweaters.

_____ Relate the effect of an event from a sentence or story.
(effect)
It rained and (effect). Mary was crying because she cut her finger.

_____ 140 Comparison/Contrast: A pattern of organization in which similarities and differences are noted in objects, persons, and places.

_____ Relate similarities in objects, persons, places. (You are just like my Grandma.)

_____ Relate differences in objects, persons, places. (This town is different from where I lived before.)

_____ 160 Inference: Reasoning or extending meaning after listening.

_____ Draw conclusions from information presented. (The air is getting cooler. The sun is sinking over the horizon. Conclusion: Day is ending.)

_____ Predict what is likely to happen next in a sequence of events. (Teacher reads a story and stops at an exciting place. Students predict what will happen next.)

12-CRITICAL LISTENING

10—EVALUATION: Examining and judging what has been heard.

_____ 180 Propaganda Techniques: Persuading someone to adopt or support certain ideas, attitudes, or actions.

Recognize the following propaganda influences:

_____ Stereotyping (Florida is always warm.)

_____ Testimonial (Eat Wheaties and you'll be an Olympic champion.)

_____ Bandwagon (Everybody drinks Koolaid.)

_____ 200 Fact/Opinion/Fantasy: Determining whether something heard is fact (exists), or opinion (judgement), or fantsy (imagined).

Listen to and evaluate whether a statement is a:

_____ Statement of fact (Ocean water is salty.)

_____ Opinion (Swimming in ocean water is good for your health.)

_____ Fantasy (Mermaids live in the ocean.)

22-PERSONAL LISTENING

10—SELF-SELECTED, CREATIVE LISTENING: Choosing something to listen to for enjoyment.

Select one or more of the following for personal listening.

_____ 220 Records, tapes (stories, plays, music)

_____ 240 Television

_____ 260 Storytelling time

32-ORAL EXPRESSION

10—FUNCTIONAL COMMUNICATION: Purposeful, planned use of language.

_____ 280 Describing: Depict verbally an object, action, or relationship.

_____ List characteristics of a person, place, or object.

_____ Describe an action or event.

_____ Express ownership or possession.

_____ Compare and contrast persons, places, objects, or actions.

_____ 300 Discussing: Exchange information or opinions through verbal interaction.

_____ Talk and interact about topics.

_____ Convince others to agree with a position or statement.

_____ Elicit information, as in an interview situation.

_____ 320 Reporting: Give a narrative account.

_____ Tell about an activity or event using proper sequence.

_____ Identify the probable cause of a situation.

_____ Identify the likely outcome of an action.

_____ 340 Retelling: Repeat information which was heard.

_____ Repeat exactly what was heard.

_____ Retell in own words.

_____ Organize and briefly retell.

_____ Report indirect speech.

_____ 360 Giving Directions: Tell how to do something.

_____ Find a location.

_____ Make something.

_____ Conduct an activity.

20—CREATIVE COMMUNICATION: Spontaneous use of oral language.

_____ 380 Self-expression: Communicate needs and feelings.

_____ Express physical needs and wants.

_____ Express emotions and wishes.

_____ 400 Storytelling: Relate an original story or incident for the purpose of entertaining.

_____ 420 Retelling for Entertainment: Repeat an incident, joke.

BEST COPY AVAILABLE

BEST COPY AVAILABLE 50

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42-VOCABULARY DEVELOPMENT

10—BASIC: Fundamental and key words.

_____ 440 Nouns: Words used to name objects, persons, and places.
Recognize and name:
- _____ Common objects (ball, horse)
- _____ Persons (Miss Pérez, policeman)
- _____ Places (Ohio River, desert)

Classify:
- _____ Common objects (dog, cat—animals)
- _____ Persons (fireman, doctor—community helpers)
- _____ Places (New York, Los Angeles—cities)

Form plurals of:
- _____ Regular nouns (dog, dogs)
- _____ Irregular nouns (mouse, mice)

_____ 460 Pronouns: Words used in place of nouns.
- _____ Use pronouns as subjects. (He ran home.)
- _____ Use pronouns as objects. (The dog chased her.)
- _____ Use demonstrative pronouns. (This is a ball.)

_____ 480 Verbs: Words used to express action or a condition of being.
Express actions in everyday life with:
- _____ Present form. (We *eat* breakfast every morning.)
- _____ Past-regular verb (Betty *walked* to the store.)
- _____ Past-irregular verb (Jim *ran* home.)
- _____ Present progressive (She *is reading* a book.)
- _____ Future (He *is going* to eat lunch.) (She *will come* soon.)
- _____ Verbs of being (She *seems* unhappy today.)

_____ 500 Adjectives: Words used to limit or tell something about a noun.
- _____ Use one adjective to describe an object, person, or place. (A *brown* horse.)
- _____ Use two or more adjectives to describe an object, person, or place. (A *large, brown* horse.)
- _____ Use comparative adjectives. (big, *bigger, biggest*.)
- _____ Use demonstrative adjectives. (*These* horses.)

_____ 520 Adverbs: Words used to modify verbs, adjectives, or other adverbs.
- _____ Describe the *manner* in which action is performed. (He walked *quickly*.)
- _____ Describe the *time* when an action is performed. (She left *yesterday*.)
- _____ Describe the *frequency* with which an activity occurs. (They *never* go to the movies.)

_____ 540 Prepositions: Words used to indicate the relation of a noun or pronoun to another noun or pronoun.
- _____ Locate objects, persons, or places in relation to something else. The book is (*on, in, over, above*) the desk.

_____ 560 Conjunctions: Words that join or link other words, phrases, or sentences.
- _____ Join words in a series. (They brought ice cream *and* cake.)
- _____ Express opposites. (Tom is tall, *but* John is short.)

20—EXPANDED: Refine and extend basic vocabulary.

_____ 580 Categories: Classification of words by characteristics or groups.
- _____ Discover and organize groups of words by common features. (Ford, Chevy, Cadillac — cars)

_____ 600 Synonyms: Words that are alike in meaning or significance.
- _____ Discover and use synonyms for known words. The mouse (*ran, scurried, dashed*) across the room.

_____ 620 Antonyms: Words that are *opposite* in meaning or significance.
- _____ Discover and use words that are antonyms for known words. (day/night, morning/evening)

_____ 640 Multiple-Meaning Words: Words that have different meanings according to usage.
- _____ Select appropriate meaning of a word according to context. (The *rose* is red. She *rose* from the chair.)

_____ 660 Figurative Language: Words and phrases that form a meaning other than the literal meaning of components.
- _____ Interpret meaning of expressions such as: "blanket of fog," "White as snow."

60

61

SKILLS LOGSHEET FOR MIGRANT STUDENTS: **MATH (4 - 6)**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: Refer to the last page.

NUMBER MEANING

BASIC

070 Numerals and Associated Word Names

_____ 07001A The numerals 0 - 9
_____ 07001B Word names "zero" . . . "nine"
_____ 07002A The numerals 10, 20, 30 . . . 100
_____ 07002B Word names "ten," "twenty," . . . "one hundred"

073 Signs (<, >, =) and Associated Word Names

_____ 07301 A collection of pairs of whole numbers
_____ 07302A The symbols "=," "<," ">"
_____ 07302B Word names "equal to," "less than," and "greater than"

076 Ordination

_____ 07601A A row of ten objects
_____ 07601B The name of an ordinal position (first, second . . . tenth)

079 Counting

_____ 07901A Arrays of the numerals 1 - 10
_____ 07901B Arrays of the numerals 1 - 100
_____ 07901C Arrays of the numerals 1 - 100,000

WHOLE NUMBERS

*

BASIC CHARACTERISTICS

082 Place Value

_____ 08201 A single digit numeral (0 - 9)
_____ 08202A A two digit numeral (10 - 99)
_____ 08202B A place value name (ones, tens) and a two digit numeral
_____ 08203A A three digit numeral (100 - 999)
_____ 08203B A place value name (ones, tens, or hundreds) and a three digit numeral
_____ 08204A A four digit numeral (1000 - 9999)
_____ 08204B A place value name (ones, tens, hundreds, or thousands) and a four digit numeral
_____ 08205A A five (or more) digit numeral (10,000 . . .)
_____ 08205B Place value names (ones, tens, hundreds, thousands, ten-thousands) and a five (or more) digit numeral

085 Expanded Notation

_____ 08501A A two digit numeral —expanded form (using word names)
_____ 08501B A two digit numeral —expanded form (using numerals)
_____ 08501C An expanded notation form (using word names) of a two digit numeral
_____ 08502A A three digit numeral —expanded form (using word names)
_____ 08502B A three digit numeral —expanded form (using numerals)
_____ 08502C An expanding notation form (using word names) of a three digit numeral
_____ 08503A A number greater than 1,000 —expanded form (using word names)
_____ 08503B A number greater than 1,000 —expanded form (using numerals)
_____ 08503C An expanded notation form (using word names) of a number greater than 1,000

088 Number Line

_____ 08801 A number line representation of the whole numbers 1 through 10, with numerals missing
_____ 08802 A number line
_____ 08803 Several positive and negative numbers and zero on a number line
_____ 08804A Unlabeled point in a sequence of labeled points on a rational number line
_____ 08804B The name of a rational number and a rational number line
_____ 08805 A positive or negative whole number (-15 to + 15)

091 Even/Odd Numbers

_____ 09101A A collection of numbers (between 1 and 1,000)
_____ 09101B The names "even" and "odd" and a group of numbers

094 Composite/Prime Numbers

_____ 09401A A definition of prime numbers
_____ 09401B A list containing both prime and composite numbers

ADDITION

097 Terms ("Sum," etc.) and Signs ("+")

_____ 09701A An example of an addition problem
_____ 09701B The names of terms used in addition (sum, addend)
_____ 09701C The operation sign for addition

100 Associative, Commutative Relations

_____ 10001 An example of an associative relation
_____ 10002 An example of a commutative relation

103 Estimation of Column Addition

_____ 10301 An addition sentence with four or more addends and missing sum
_____ 10302 An addition sentence with four or more addends and an estimated sum

106 Expanded Notation Form

_____ 10601A An addition sentence (involving no regrouping)
_____ 10601B An addition sentence (involving no regrouping) in expanded notation form
_____ 10602A An addition sentence (involving regrouping) —expanded notation
_____ 10602B An addition sentence (involving regrouping) —number sentence

109 Using Word Names

_____ 10901A An addition number sentence using word names
_____ 10901B A number sentence using numerals

112 Vertical Form Addition

_____ 11201A An addition problem in vertical form
_____ 11201B An addition number sentence in horizontal form

115 On a Number Line

_____ 11501A A number line representation of an addition number sentence
_____ 11501B An addition number sentence

118 Basic Addition Facts

_____ 11801 1 digit + 1 digit = sum less than 10
_____ 11802 1 digit + 1 digit = sum greater than or equal to 10

121 Two Addends, No Regrouping

_____ 12101 2 digits + 1 digit
_____ 12102 2 digits + 2 digits
_____ 12103 2 digit multiple of 10 + 2 digit multiple of 10
_____ 12104 3 digits + 3 digits

124 Two Addends, Regrouping

_____ 12401 2 digits + 1 digit
_____ 12402 2 digits + 2 digits
_____ 12403 2 digits multiple of 10 + 2 digit multiple of 10
_____ 12404 3 digits (with 0 in tens place) + 2 digits
_____ 12405 3 digits + 3 digits

127 Multiple Addends, Regrouping

_____ 12701 4 addends: Each addend is a multiple of 10 less than 100
_____ 12702 4 addends: Each addend is a multiple of 100
_____ 12703 4 addends with varying number of digits

SUBTRACTION

130 Terms and Signs

_____ 13001A The operation sign for subtraction
_____ 13001B The names "minus" and "difference"

133 Vertical Form

_____ 13301A A subtraction problem in vertical form
_____ 13301B A subtraction number sentence in horizontal form

137 As Inverse Addition

_____ 13701 An open number addition sentence with missing addend

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WHOLE NUMBERS

SUBTRACTION (cont.)

141 Expanded Notation Solution—No Regrouping

_____ 14101A A subtraction number sentence

_____ 14101B A subtraction number sentence in expanded notation form

144 Expanded Notation Solution—Regrouping

_____ 14401A A subtraction number sentence

_____ 14401B An expanded notation solution to a subtraction problem

147 Number Line—Subtraction

_____ 14701A A number line representation of a subtraction number sentence

_____ 14701B A subtraction number sentence

150 Using Word Names

_____ 15001A A subtraction number sentence using word names

_____ 15001B A subtraction number sentence using numerals

153 Computation Involving No Regrouping

_____ 15301 1 digit - 1 digit

_____ 15302 2 digits - 1 digit

_____ 15303 2 digits - 2 digits

_____ 15304 3 digits - 3 digits

_____ 15305 3 digits - 3 digits (with 0 in tens place)

_____ 15306 4 digits - 3 digits

156 Computation Involving Regrouping

_____ 15601 2 digits - 2 digits

_____ 15602 3 digits - 3 digits

_____ 15603 3 digits - 3 digits (two regroupings)

_____ 15604 3 digits (with 1 in tens place) - 3 digits (two regroupings)

_____ 15605 3 digits (with 0 in tens place) - 3 digits (two regroupings)

_____ 15606 4 digits - 3 digits (two regroupings)

_____ 15607 4 digits (with 0 in tens and hundreds place) - 3 digits (repeating regrouping)

_____ 15608 6 digits or less - 6 digits or less (repeated regrouping)

MULTIPLICATION

159 Terms and Signs

_____ 15901A An example of a multiplication problem

_____ 15901B The names of terms used in multiplication

162 Vertical Form

_____ 16201 A multiplication problem in vertical form

165 Represented as Physical Models

_____ 16501A An array of objects or dots

_____ 16501B A multiplication sentence involving whole numbers

168 Incomplete Multiplication Sentences

_____ 16801A A multiplication sentence with a missing term or operation symbol

_____ 16801B A multiplication sentence involving whole numbers with the product missing

171 Repeated Addition Sentences

_____ 17101A A multiplication problem involving two factors

_____ 17101B A repeated addition problem with identical addends

174 On a Number Line

_____ 17401A A number line representation of a product

_____ 17401B A multiplication sentence

177 Distributive, Associative, Commutative Relations

_____ 17701 An example of the distributive property

_____ 17702 An example of the associative property of multiplication

_____ 17703 An example of the commutative property of multiplication

180 Basic Facts

_____ 18001 1 digit (0-9) × 1 digit (0-9)

183 Involving No Regrouping

_____ 18301 2 digits × 1 digit

_____ 18302 2 digits (multiple of ten) × 1 digit

_____ 18303 3 digits × 1 digit

_____ 18304 3 digits (zero in ones place) × 1 digit

_____ 18305 3 digits (multiple of 100) × 1 digit

_____ 18306 2 digits × 2 digits

_____ 18307 3 digits × 2 digits

_____ 18308 3 digits (zero in tens place)

_____ 18309 3 digits × 3 digits

_____ 18310 3 digits (zero in tens place)

_____ 18311 3 digits (multiple of 100) × 3 digits

186 Involving Regrouping

_____ 18601 2 digits × 1 digit

_____ 18602 3 digits (zero in tens place) × 1 digit

_____ 18603 2 digits × 2 digits

_____ 18604 3 digits × 2 digits

_____ 18605 3 digits (zero in tens place) × 2 digits

_____ 18606 3 digits × 3 digits

_____ 18607 3 digits (zero in tens place) × 3 digits

DIVISION

189 Terms and Signs

_____ 18901A An example of a division problem

_____ 18901B The names of terms used in division

_____ 18901C The symbols for division

192 As Repeated Subtraction

_____ 19201 A repeated subtraction problem

194 As An Equivalent Multiplication Sentence

_____ 19401A A division fact or sentence

_____ 19401B A multiplication fact or sentence

198 On a Number Line

_____ 19801A A number line representation of a division fact

_____ 19801B A division fact

198 As An Incomplete Division Sentence

_____ 19901 An open division sentence

201 As Multiples of 10

_____ 20101 A division problem

204 Single Digit Divisor and Dividend, Remainder = 0

_____ 20401 1 digit ÷ 1 digit

207 Single Digit Divisor and Dividend, Remainder > 0

_____ 20701 1 digit ÷ 1 digit

210 Multiple Digit Divisor or Dividend, Remainder = 0

_____ 21001 2 digits ÷ 1 digit

_____ 21002 2 digits ÷ 2 digits

_____ 21003 2 digits (multiple of 10) ÷ 2 digits (multiple of 10)

_____ 21004 3 digits ÷ 2 digits

_____ 21005 More than 3 digits ÷ 3 digits

213 Multiple Digit Divisor or Dividend, Remainder > 0

_____ 21301 2 digits ÷ 1 digit

_____ 21302 2 digits ÷ 2 digits

_____ 21303 3 digits ÷ 2 digits

_____ 21304 More than 3 digits ÷ 3 digits

_____ 21305 More than 3 digits (zero, tens, or hundreds) ÷ 3 digits

APPLICATIONS

216 Addition Word Problems

_____ 21601A A word problem involving the addition of whole numbers —procedure

_____ 21601B A word problem involving the addition of whole numbers —number sentence

_____ 21601C A word problem involving the addition of whole numbers —answer

219 Subtraction Word Problems

_____ 21901A A word problem involving the subtraction of whole numbers —procedure

_____ 21901B A word problem involving the subtraction of whole numbers —number sentence

_____ 21901C A word problem involving the subtraction of whole numbers —answer

222 Multiplication Word Problems

_____ 22201A A word problem involving the multiplication of whole numbers —procedure

_____ 22201B A word problem involving the multiplication of whole numbers —number sentence

_____ 22201C A word problem involving the multiplication of whole numbers —answer

225 Division Word Problems

_____ 22501A A word problem involving the division of whole numbers —procedure

_____ 22501B A word problem involving the division of whole numbers —number sentence

_____ 22501C A word problem involving the division of whole numbers —answer

228 Addition Using Devices

_____ 22801 A number greater than 1,000

231 Addition as Patterns

_____ 23101A An incomplete pattern of whole numbers generated by an operation of addition or subtraction

_____ 23101B A complete pattern of whole numbers generated by an operation of addition or subtraction

_____ 23102 Two whole numbers

_____ 23103 An incomplete Pascal's triangle

234 Mixed Operations (+, −, ×, ÷) Word Problems

_____ 23401A A word problem involving mixed operations (+, −, ×, ÷) on whole numbers —procedure

_____ 23401B A word problem involving mixed operations (+, −, ×, ÷) on whole numbers —number sentence

_____ 23401C A word problem involving mixed operations (+, −, ×, ÷) on whole numbers —answer

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SKILLS LOGSHEET FOR MIGRANT STUDENTS: **READING**

STUDENT NAME _____ GRADE ____ STUDENT # _____ MNE _____

SCHOOL _____ TEACHER _____ DATE _____ 19 ____

INSTRUCTIONS: Place a RED (✓) in the space before the 3 skills most recently studied. Please circle the appropriate instructional level: K 1 2 3 4 5 6 7 8 9 10 11 12

DECODING

READINESS:

_____ 020 **Visual Discrimination:** Skill in distinguishing word forms.

02001 ____ Identifies (1) shapes, (2) colors, (3) objects, (4) letters.
02002 ____ Identifies likenesses/differences in (1) shapes, (2) colors, (3) objects, (4) letters.
02003 ____ Copies (1) shapes, (2) upper/lower case letters, (3) words.
02004 ____ Matches letter name/symbol in a word.

_____ 040 **Visual Memory:** The amount remembered after seeing.

04001 ____ Places forms on a board, 2-4 piece puzzle.
04002 ____ Identifies (1) missing parts, (2) pictures, (3) letters.
04003 ____ Reproduces from memory (1) shapes, (2) pictures, (3) letters.
04004 ____ Identifies missing objects from more than 5.

_____ 060 **Auditory Discrimination:** Skill in hearing and identifying sounds.

06001 ____ Listens to story and responds.
06002 ____ Classifies gross sounds.
06003 ____ Reproduces sound patterns.
06004 ____ Hears likenesses/differences in patterns and letter sounds.
06005 ____ Follows simple directions.
06006 ____ Reproduces rhyming words orally.

_____ 080 **Sensorimotor:** Motor, visual, and auditory abilities to manipulate or control environment.

08001 ____ (1) Directionality, (2) spatial relationship (up/down, right/left, etc.)
08002 ____ (1) Ocular mobility, (2) eye-hand coordination (hold a pencil, carry a dish of water, hold scissors, etc.)
08003 ____ Body concept, body schema: (1) Identifies body parts, (2) internalizes and utilizes coordination of all body movements.

_____ 100 **Alphabet:** Sequential order of letter symbols.

10001 ____ Identifies letters in order.
10002 ____ Identifies missing letters.

_____ 120 **Context:** Utilizing order of symbols and/or surrounding words as clue to meaning.

12001 ____ Uses Pictures.
12002 ____ Uses letter/sound.
12003 ____ Uses word-picture association.
(clown) "A clown is a funny man in a circus."
12004 ____ Uses sentence meaning.

CONSONANTS:

_____ 140 **Initial:** Beginning symbol-sound of a word.

Identifies the following in the initial position of a word:

14001 ___ B	14008 ___ H	14016 ___ R
14002 ___ C (soft)	14009 ___ J	14017 ___ S
14003 ___ C (hard)	14010 ___ K	14018 ___ T
14004 ___ D	14011 ___ L	14019 ___ V
14005 ___ F	14012 ___ M	14020 ___ W
14006 ___ G (soft)	14013 ___ N	14021 ___ X
14007 ___ G (hard)	14014 ___ P	14022 ___ Y
	14015 ___ Q (u)	14023 ___ Z

_____ 160 **Final:** Ending symbol-sound of a word.

Identifies the following in the final position of a word:

16001 ___ B	16008 ___ J	16015 ___ S
16002 ___ C (soft)	16009 ___ K	16016 ___ T
16003 ___ C (hard)	16010 ___ L	16017 ___ V
16004 ___ D	16011 ___ M	16018 ___ W
16005 ___ F	16012 ___ N	16019 ___ X
16006 ___ G (soft)	16013 ___ P	16020 ___ Z
16007 ___ G (hard)	16014 ___ R	

_____ 180 **Digraph:** Two consonants creating a single sound.

Identifies the following in a word:

18001 ___ CH	18005 ___ CK	18009 ___ WL
18002 ___ WH	18006 ___ NG	18010 ___ GH
18003 ___ SH	18007 ___ PH	18011 ___ KN
18004 ___ TH	18008 ___ WR	

_____ 200 **Blends:** Two or three consonants retaining their own sounds.

Identifies the following in a word:

INITIAL

20001 ___ BL	20010 ___ GR	20019 ___ ST
20002 ___ BR	20011 ___ PL	20020 ___ SW
20003 ___ CL	20012 ___ PR	20021 ___ TR
20004 ___ CR	20013 ___ SC	20022 ___ TW
20005 ___ DR	20014 ___ SK	20023 ___ SCR
20006 ___ DW	20015 ___ SL	20024 ___ SPL
20007 ___ FL	20016 ___ SM	20025 ___ SPR
20008 ___ FR	20017 ___ SN	20026 ___ STR
20009 ___ GL	20018 ___ SP	

FINAL

20027 ___ GT	20030 ___ MP	20033 ___ NT
20028 ___ LD	20031 ___ ND	20034 ___ PT
20029 ___ LT	20032 ___ NK	20035 ___ RT
		20036 ___ CT

_____ 220 **Endings:** Symbols added to root word, changing tense or part of speech.

Identifies the following in the final position of a word:

22001 ___ s	22005 ___ ly	22009 ___ tion
22002 ___ es	22006 ___ le	22010 ___ est
22003 ___ ed	22007 ___ er	22011 ___ en
22004 ___ ing	22008 ___ is	

VOWELS:

Identifies the following in words:

_____ 240 **Short**

24001 ___ A (cat)	24004 ___ U (nut)
24002 ___ O (not)	24005 ___ I (miss)
24003 ___ E (pet)	24006 ___ Y (syllable)

_____ 260 **Long**

26001 ___ A (ape)	26005 ___ I (ice)
26002 ___ O (open)	26006 ___ Y (type)
26003 ___ E (eel)	26007 ___ Y (candy)
26004 ___ U (use)	

_____ 280 **R or L Controlled:**

28001 ___ ar (car)	28004 ___ or (for)
28002 ___ ir (sir)	28005 ___ er (her)
28003 ___ al (all)	28006 ___ ur (fur)

_____ 300 **Irregular:** Diphthongs, Digraphs, Combinations

30001 ___ ai (plaid)	30013 ___ or (toe)
30002 ___ ai (paint)	30014 ___ oi (oil)
30003 ___ ay (play)	30015 ___ oo (soon)
30004 ___ au (sauce)	30016 ___ oo (good)
30005 ___ aw (saw)	30017 ___ ou (thought)
30006 ___ ea (meat)	30018 ___ ou (out)
30007 ___ ee (mee	30019 ___ ou (through)
30008 ___ ei (receive)	30020 ___ ow (cow)
30009 ___ ei (neighbor)	30021 ___ ow (blow)
30010 ___ ew (few)	30022 ___ oy (boy)
30011 ___ ie (pie)	30023 ___ ue (glue)
30012 ___ oa (coat)	30024 ___ ui (juice)

DECODING (cont.)

STRUCTURAL ANALYSIS:

_____ 320 **Hearing syllables:** Oral readiness prerequisite to formal application of generalizations.

32001 ___ (1) Claps for each single sound of voice (2) Identifies the number of syllables in a word.

32002 ___ (1) Listens for (2) Identifies natural division of word.

_____ 340 **Using syllables:** Application of generalizations widely used.

Applies the following:

34001 ___ Each syllable must contain a vowel sound.

34002 ___ Suffixes and prefixes are usually separate syllables.

34003 ___ Usually divide between two root words (store/room).

34004 ___ Consonant blends are not divided (bl, spr).

34005 ___ If a word ends in le, the consonant just before usually begins the last syllable (syl/la ble, ap/ple).

34006 ___ The letters s and ch go with the preceding vowel and end the syllable (tax/a/tion, pick/le, mack/er/el).

34007 ___ If the first vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants (pot/ting).

34008 ___ If the first vowel sound is followed by one consonant, the first syllable usually ends with the vowel sound (a/way).

34009 ___ When the first vowel sound is followed by th, ch, sh, these are not divided and may go with the first or the second syllable (punish/ment, a/chieve, rath/er).

Accent:

34010 ___ In most two syllable words, the first syllable is accented (let'/ter, vow'/el, pic'/ture).

34011 ___ When a, in, re, ex, de or be is the first syllable, it is usually unaccented (a/late', ex/plain', de/part').

34012 ___ When tion is the final syllable, it is usually unaccented (na'/tion, po/si'/tion).

34013 ___ When the last syllable contains the r sound, it is unaccented (cel'/lar).

_____ 360 **Root Word:** A word or part of a word that is used for making other words.

36001 ___ Identifies the root word in words such as teacher, remove, bodily (body).

_____ 380 **Compound Word:** Two or more words combined into one.

38001 ___ Identifies the words in compound words such as baseball, barnyard, inasmuch.

_____ 400 **Contraction:** The shortened form of two words.

40001 ___ Identifies the two words in contractions such as I'm, don't, won't.

_____ 420 **Prefix:** The initial syllable which may change the meaning of the base word.

Identifies the following prefixes in a word:

42001 ___ ab (abnormal)
42002 ___ ad (advance)
42003 ___ ap (approach)
42004 ___ be (befriend)
42005 ___ com (comply)
42006 ___ con (contribute)
42007 ___ de (depart)
42008 ___ dis (dismiss)
42009 ___ em (embrace)
42010 ___ en (enlist)
42011 ___ ex (explain)
42012 ___ im (imbibe)
42013 ___ in (invade)
42014 ___ mis (mistaken)
42015 ___ non (nonsense)
42016 ___ ob (object)
42017 ___ op (oppress)
42018 ___ pre (precede)
42019 ___ pro (promote)
42020 ___ re (reject)
42021 ___ sub (subway)
42022 ___ un (unkind)

_____ 440 **Suffix:** The final syllable which may change the part of speech of the base word.

Identifies the following suffixes in a word:

44001 ___ an (American)
44002 ___ ance (assistance)
44003 ___ ble, able (comfortable)
44004 ___ dom (kingdom)
44005 ___ en (earthen)
44006 ___ ence (dependence)
44007 ___ est (neatest)
44008 ___ full, ful (forceful)
44009 ___ fy (simplify)
44010 ___ hood (brotherhood)
44011 ___ ial, al (musical)
44012 ___ ic (tragic)
44013 ___ ical (methodical)
44014 ___ ize, ize (colonize)
44015 ___ ish (foolish)
44016 ___ les (hopeless)
44017 ___ ly, y (quickly)
44018 ___ ment (movement)
44019 ___ ness (sickness)
44020 ___ or, er (teacher)
44021 ___ tion (temptation)
44022 ___ ty (entity)
44423 ___ ward (backward)

* COMPREHENSION

LITERAL:

_____ 460 **Main Idea:** Most important thought in one or more sentences or paragraphs.

46001 ___ Identifies the words that express the main idea.

46002 ___ Identifies the sentence that expresses the main idea in a paragraph.

_____ 480 **Related Detail:** The small parts or items that relate to or support the main idea.

48001 ___ Draws pictures of details.

48002 ___ Recalls items in a paragraph related to the main idea.

_____ 500 **Classification:** Arrangement of words or sentences in groups according to a specific topic.

50001 ___ Identifies like/unlike (symbols, pictures).

50002 ___ Identifies words/ideas under a topic.

50003 ___ Identifies words under major categories.

_____ 520 **Sequence:** Related ideas or sentences which follow one another in specific order.

52001 ___ Rearranges related pictures.

52002 ___ Rearranges related words to make a sentence.

52003 ___ Rearranges sentences to make a paragraph.

52004 ___ Rearranges sentences to make a story.

52005 ___ Identifies relevant ideas in sequence.

_____ 540 **Conclusions:** Logical ending of a complete thought.

54001 ___ Completes exercises in Cloze procedure. (Fills in the obvious conclusion, e.g. The _____ lost his dog.)

54002 ___ Identifies the words that summarize or conclude.

54003 ___ Lists only statements related to conclusion of topic.

_____ 560 **Following Directions:** The performance of a task as heard or read.

Demonstrates performance in the following:

56001 ___ Directions by a single word or sentence orally.

56002 ___ Directions by a series of tasks given orally.

56003 ___ Reads one direction, then performs the task.

56004 ___ Reads multiple directions and performs the tasks.

56005 ___ Follows instructions related to "how to."

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SOME GUIDELINES FOR INDIVIDUALIZED INSTRUCTIONAL MATERIALS

1. Direct the activity at an important skill or process. (The MSRTS Logsheets will help aid you in this process)

2. Relate the activity to other areas of the curriculum whenever possible.

3. Research the skill.
   a. Be familiar with applicable rules and exceptions.
   b. Prepare a list of appropriate words, phrases, or ideas.

4. Provide simple, clear directions, appropriate to the age and achievement level of the student.

5. Provide for adequate repetition so the student receives ample practice in the skill being instructed.

6. Vary the types of experiences provided for the student.

7. Provide an opportunity for the student to check her/his own work whenever possible.

8. Use the student's real and/or vicarious experiences to motiviate participation.

9. Plan for the reinforcement of productive work and study habits.

10. Design independent activities so that everything the student needs to complete the task is included in the activity.

SOME GUIDELINES FOR ATTRACTIVE INSTRUCTIONAL MATERIALS

1. All printed material should be typed or neatly hand printed. If hand printing is necessary, use ruled guidelines and a standard printing chart for consistency.
2. Plan the activity so that movement flows in a left to right and top to bottom motion.
3. Provide ample space for the components of the activity, but do not "lose" the activity in the background.
4. Use graphics appropriate to the skill being taught and to the interest level of the student.
5. Use a variety of materials to help spark the interest and the curiosity of the student.
6. Relate the various components of the activity to an overall theme or motif.
7. Outline graphics in black to provide contrast and a "finished" look.
8. Use light pencil marks to transfer graphics and space out the activity.
9. Erase all pencil lines once the activity is complete.
10. Keep tools and equipment clean to avoid smudging and incidental marks. Keep a damp sponge handy.

GRAPHIC SOURCES

1. Pictures From Books
2. Coloring Books
3. Greeting Cards
4. Magazines
5. Wrapping Paper
6. Wallpaper
7. Comic Books
8. Professional Drawing Books

SOME BASIC TYPES OF LEARNING ACTIVITIES

1. Progressive Activity--an activity based on a planning surface. After answering a question correctly, the student moves a marker along the surface in accordance with spinning a spinner or rolling dice.

   Examples: Monopoly, Trouble, Headache, Chutes and Ladders, Candyland, Uncle Wiggly

2. Matching Activity--an activity in which two or more pieces must be matched to form a whole entity.

   Examples: Matching upper case letters written on paper ice cream to lower case letters written on paper cones to form an ice cream cone showing matching upper and lower case letters.

3. Sorting Activity--an activity in which numerous samples are placed in specific categories.

   Examples: Sorting cut-out mittens into colored boxes. Sorting pictures into vowel categories.

4. Card Activity--an activity in which a student and an opponent are dealt cards on which are words, phrases or ideas to be grouped or matched.

   Example: Go Fish using card with upper and lower case letters to be matched.

   Compound Rummy using card with compound word parts that the student must match to form a rummy.

5. Modified Worksheet Activity--standard worksheet mounted in an attractive manner and laminated if possible.

6. Task Card Activity--an activity in which the problem and the instructions for solving the problem are presented on a task or instruction card. The task could include any of the above activities as well as reading a specific book or writing information on a separate paper.

NOTE: The Materials Development and Resource Center is an excellent resource for implementing the above activities.

SAMPLE ACTIVITIES

The following pages provide tutors with suggestions for activities that may be used to increase skills in oral language. They are correlated to those skills designated by the SIS. The activities contained in these pages are not an exhaustive list. Rather, they should serve as a starting point for developing oral language, and as models for the kinds of activities which are compatible with the oral language SIS.

Suggestions have not been included for math or reading, however it is possible and desirable that many of the activities in this section can be adapted to provide activities which will also further skills designated on the math and reading SIS.

02 Listening Comprehension
10 Oral Direction
020 Simple

SIMON SAYS
Any size group
Basic level

Give the students a series of one step commands. Direct them only to follow a command preceded by SIMON SAYS.

Examples:
1. Stand up (or Simon Says Stand-up)
2. Sit down
3. Bend over (or Simon Says Bend over)
4. Lift your leg
5. Raise your right arm

02 Listening Comprehension
10 Oral Directions
040 Complex

LEARNING TO PLAY A GAME
Individual and Small group, Any level
Games, tape recorder (optional)

Give oral directions to one student for playing a game.

HINT: The teacher could record the directions and include the tape as part of an independent game center

02 Listening Comprehension
10 Oral Directions
040 Complex

COPY CAT
Any size group
Basic level

Give verbal directions and demonstrate two or more actions for students to perform. For example:

Clap your hands and stomp your feet.

Tap your pencil, touch your nose and moo like a cow.

Begin with two-step commands and gradually increase the number of steps.

HINT: Musical accompaniment will enhance this activity.

02 Listening Comprehension
20 Recall
060 Main Idea

WHAT KIND OF DAY WILL IT BE?
Small, Large group, Basic level
Pictures of various weather conditions
(e.g., sunny day, fog, sleet, snow)

Read one-sentence weather forcasts orally to the students. After each sentence, have student find pictures which best illustrate the kind of day it will be.
For example:

Teacher: "It will be partly cloudy with a high of 85."

Teacher: "Sunny and colder; snow developing in the late afternoon."

02 Listening Comprehension
20 Recall
060 Main Idea

PICK THE POINT
Small group, Basic level
Tape (recorded story)

Have the students listen to a description of a scene in a nursery rhyme or a short story. Ask the students to draw pictures which illustrate what they heard. The pictures should be looked at collectively and the students should arrange them in a logical sequence.

02 Listening Comprehension
20 Recall
060 Main Idea

WEATHER FORECAST
Any size group, Intermediate level
Taped weather Forecast, tape recorder, list of weather conditions

Play a taped long-range weather forecast. Have students identify weather conditions by placing a 1, 2, and 3 for first, second, and third day conditions.

List:

Sunny	Windy	Cloudy and rain
Partly Cloudy	Hot	Clear
Rain	Fog	
Cold	Snow	

02 Listening Comprehension
20 Recall
080 Sequence

SOUNDS WE HEAR
Any size group, Basic level
Tape recorder, sound tape with accompanying pictures

Have the students listen to a sequence of sounds on a tape. Then give the pictures to the students. Have them arrange the pictures in sequence according to sounds heard. Begin with three sounds and increase number of sounds as students perform the task successfully. For example:
Sounds: Phone ringing, door slamming, horn blowing

Pictures: Phone, door, car

HINT: Include emergency sounds such as sirens, fire alarms, whistles, tornado alerts

02 Listening Comprehension
20 Recall
100 Relevant Details

WAS IT IN THE STORY?
Small group, Basic level
Simple paragraphs that call for specific recall

Read a paragraph to the students which contains specific details such as names, objects, time or places. Ask the students questions which require them to recall these details. For example, after reading a paragraph on a trip to the zoo, ask questions about the kinds of animals found in the zoo.

HINT: Ask the librarian for help in selecting student magazines for samples of paragraphs.

02 Listening Comprehension
30 Relationship
140 Comparison/Contrast

ANIMATED ANIMALS
Any size group, Basic level
Storybooks: The Three Bears and Three Billy Goats Gruff

Read and discuss both stories. Have the students tell the ways in which the stories are alike: 3 animals; size of animals; voices of animals. Have the students tell the ways in which the stories are different: one occurs in a house; one occurs at a bridge; story ending.

02 Listening Comprehension
30 Relationship
120 Cause/Effect

THINK ABOUT IT!
Any size group, Any level
Books appropriate to age level of students

Read a story to the students and ask them to complete statements similar to the ones given in the examples:

BASIC
Where The Wild Things Are by Maurice Senda
1. The boy was sent to his room because _____.
2. The animals liked Max because _____.
3. Max was hungry because _____.

INTERMEDIATE
How to Eat Fried Worms by Thomas Rockwell
1. When you boil a worm it _____.
2. Slop enough mustard on a boiled worm because _____.
3. I'd eat a worm for $100 because _____.

ADVANCED
Julie of the Wolves by Jean Craighead George
1. Wolves prey at night because _____.
2. Julie could not remember her mother very well because _____.
3. The earth trembled as the caribou passed because ____.

02 Listening Comprehension
30 Relationship
140 Comparison/Contrast

HERE AND THERE
Any size group, Any level

Have two students describe features about their last school. Encourage them to describe features such as: Playground; Schoolroom; Music; Physical Education Equipment; Climate; Food; Building materials; Instructional materials; Location (Rural/Urban).

Conduct a group discussion which points out the similarities and differences in the two schools: Cities; Parks; Streets; Shopping areas; States.

HINT: Similarities and differences could be recorded on chalkboard or wall chart.

02 Listening Comprehension
30 Relationship
160 Inference

WHAT DO WE WEAR?
Any size group, Any level
Tape recorder, taped weather forecast, pictures of clothing

Play a taped weather forecast. Have the students select a picture of clothing appropriate for each weather condition predicted. Have students talk about health care experiences related to weather conditions. Examples of pictures: coat, boots, bathing suit, sweater, rain coat, umbrella, play clothes, shorts, long pants, mittens.

Have students investigate school rules related to clothing. Interview principal and nurse to learn about reasons for wearing proper clothing at school.

Have older students talk about social customs related to proper clothing. Formal functions require special clothing and fast food restaurants allow any style.

HINT: Teachers and/or students can prepare their own weather forecasts. Substitute records, songs, poems about weather for taped weather forecasts at the Basic Level.

12 Critical Listening
10 Evaluation
200 Fact/Opinion/Fantasy

DO YOU BELIEVE?
Small/Large group, Any level
Collection of Superscitions

Read a list of superstitions to a group of students. For example:

"Friday the 13th is unlucky."
"Don't walk under a ladder."
"Make a wish, when you blow out the candles on a birthday cake."

Ask students questions for each superstition.

Is this statement true?
What does it mean to you?
How do you think it got started?

Have students interview people of different age groups to collect dirrerent superstitions. These can be shared with the entire group.

Read a list of superstitious "cures" (for colds, hiccups) and ask the students if they work.

22 Personal Listening

SPECIAL NOTE: The activities presented in the next section of this manual ask students to select one or more personal listening activities. Before initiating these activities, the teacher will need to develop a learning center in the classroom where students may select their own activities. Students then assume responsibility for using the learning center during free time. A small center with a few good activities is recommended. A few suggestions for starting a learning center are:

1. Start slowly in developing a center.
2. Make all directions for activities clear and concise.
3. Present directions orally to the entire class.
4. Demonstrate activities before students are allowed to work independently.
5. Have available all materials for students to complete an activity.
6. Keep teacher involvement to a minimum.
7. Require students to keep their own records of activities completed.
8. Encourage and remind students in a positive manner throughout the week.

32 Oral Expression
10 Functional Communication
280 Describing

WHAT'S DIFFERENT?
Any size group, Basic level
5 to 8 small objects such as a pencil, crayon, ball, hat.

Display 5 to 8 small objects on a table. Allow students to view them. Have students close their eyes while an object is added or one is removed. Ask various students to describe the added or removed objects according to color, size, shape, texture, function, aesthetic appeal.

32 Oral Expression
10 Functional Communication
280 Describing

WHO IS IT?
Any size group, Intermediate level

Have students observe their best friend for a day and make mental notes about physical appearance, personality, interests and attire. Call on students to orally describe their friends according to the above criteria and allow the class to guess the identity of the persons being described.

32 Oral Expression
10 Functional Communication
280 Describing

WHO'S WHO?
Any size group, Advanced level

Ask students to choose and describe a newsworthy person, such as an athlete, rock star, TV performer or political personality according to accomplishments.

Vary the activity by having the students who describe the newsworthy person keep the name a secret and ask the class to guess the identity.

32 Oral Expression
10 Functional Communication
280 Describing

A HAPPENING
Any size group, Basic level

Ask students to describe: last Christmas, Dad's birthday, Mother's Day, a visit to Grandma's farm, sister's graduation, an outstanding report card.

32 Oral Expression
10 Functional Communication
280 Describing

A SELECTED PLACE
Any size group, Intermediate level
File of pictures of selected places.

Allow students to describe a selected spot using a picture. Have them tell why the choice was made.

HINT: Use scenic postcards students have collected to start a discussion.

32 Oral Expression
10 Functional Communication
280 Describing

A PILE OF SOUNDS
Any size group, Basic level
Picture cards of sounds

Prepare several picture cards with sounds such as swish, sh, ch, soom, r-r-r, boom, drip-drip, wham written on them. Place them in a pile. Ask students to pick the top card from the pile and make a sound to go with the picture. Encourage students to give other examples of where the sound is heard. After numerous sounds have been discussed, help the students compare and contrast these sounds for volume, tone, duration, pleasant or unpleasant qualities.

Develop a picture display of sounds around us using pictures the students bring to school.

32 Oral Expression
10 Functional Communication
280 Describing

FEELINGS
Any size group, Advanced level

Have students compare and contrast how they feel before taking an examination with how they feel after the test is over.

Use other situations that carry strong feelings with them, such as getting a zit (pimple), getting a driver's license, entering a new school.

32 Oral Expression
10 Functional Communication
300 Discussing

MEETING A FRIEND
Large/Small group, Basic level
Shopping Carts

Choose two students to be "friends", "strangers", "acquaintances". Have students role-play bumping into their "friend" in the grocery store or meeting their friend in an elevator. Let them talk for one or two minutes. Children who are watching could be planning what they are going to talk about when they meet.

32 Oral Expression
10 Functional Communication
300 Discussing

YOU ARE WHAT YOU EAT!
Small group, Intermediate level

Divide students into small groups and ask them to record on paper the popular foods consumed in the past two (2) days. Have students contruct an ideal, daily menu for breakfast, lunch, and dinner. Reassemble students in a large group and have the small groups tell why they chose the foods they did.

HINT: Show students where their choices fall into the four (4) basic food groups.

32 Oral Expression
10 Functional Communication
300 Discussing

CONVINCING US
Small group, Intermediate level
Favorite toy

Select two students from the class. Have one assume the role of a parent. Have the other assume the role of a child. Ask the child to convince the parent that another toy is needed. Next, divide the class into pairs and role-play the same situation. Continue the role-playing by changing the situation. Use situations relevant to sudents' lives such as convincing a friend to lend you her/his brand new toy overnight.

Extend the activity to the Intermediate level by dividing the class into small groups and having one student convince the group to buy a certain product, join a club, or belong to a team.

32 Oral Expression
10 Functional Communication
300 Discussing

LEARNING ABOUT OTHERS
Any size group, Intermediate level

Ask students to pretend they are newspaper reporters. Encourage them to interview someone (a classmate, a principal, a teacher, a parent, a friend) they know well about the following topics: hometown, interests as a child, interests as an adult, happy or sad moments, places visited, profession.

32 Oral Expression
10 Functional Communication
320 Reporting

BEGINNING, MIDDLE, END
Any size group, Basic level
Sequential pictures (large size)

Have sequential pictures available. Ask for a volunteer. Direct the volunteer to place the pictures in proper order along the chalk ledge. Ask for other volunteers to tell the story using appropriate sequence. Encourage the listening audience to think of alternative ways to arrange pictures, perhaps with a different ending.

32 Oral Expression
10 Functional Communication
320 Reporting

WHAT CAUSED IT?
Small group, Intermediate level
Newspaper clippings containing noteworthy events

Divide the class into small groups. Distribute a clipping to each group. Ask a group leader to read the article aloud. Have the students discuss what caused the incident to happen. Ask another student to record the causes. Have students share the articles and causes with the entire class.

32 Oral Expression
10 Functional Communication
320 Reporting

HOW DOES IT END
Any size group, Basic level
Story

Read an open ended story to the class. Allow students to finish the story.

HINT: Ask librarian to help select age appropriate literature.

32 Oral Expression
10 Functional Communication
320 Reporting

SOLUTIONS
Small group, Advanced level
3 x 5 cards prepared with problem topics

Prepare a series of 3 x 5 cards with a problem situation written on each card. Divide the class into small groups and distribute the same problem card to each group. Allow students to work out possible solutions to each situation. Have the groups report their solutions to the entire class.

Suggested topics: Your dearest friend is contemplating suicide; you are caught stealing a pack of cigarettes from a store; you hit a child while joyriding with the family car; your friend turns your homework in as his own.

32 Oral Expression
10 Functional Communication
340 Retelling

WHAT DID YOU HEAR?
Any size group, All levels
Chart paper (optional)

Give exact fire drill directions to students. Have students repeat exactly what was told to them. For older students the teacher could construct an experience chart for display listing the rules.

To expand, include areas such as playground safety, lunchroom safety.

HINT: State all rules positively. Example: When the firebell rings walk out of the nearest entrance.

32 Oral Language
10 Functional Communication
340 Retelling

TELL ME THE STORY AGAIN
Small group, Basic level
Story, felt board, character

Read a story to the group. Encourage students to retell the story through dramatization or by placing cut-out or torn characters on a felt board.

HINT: Raise the level of this activity to Intermediate or Advanced by having students read high interest stories individually. Then, encourage them to retell the stories to the class without props.

32 Oral Expression
10 Functional Communication
340 Retelling

YOU'RE ON THE AIR
Small group, Intermediate/Advanced level
TV newscast on video-tape or on an audio tape recorder

Tape record or video-tape a sportscast or newscast. Have a small group of students listen to the tape or view the video-tape in a listening center. Ask students to organize and briefly retell what was seen and heard.

HINT: It's more fun if you use a mock TV and a microphone

32 Oral Expression
10 Functional Communication
340 Retelling

IS IT ACCURATE?
Individual, Basic level

Encourage students to retell information accurately. For example:

Teacher: "John, what did the bus driver tell you about early dismissal today?"
John: "He said that we were to go out to the bus at 2:30 p.m."

Expand to other functional situations such as directions from the principal, nurse, librarian.

32 Oral Expression
10 Functional Communication
340 Retelling

EAVESDROPPING
Large/Small group, Intermediate level
Index of suggested conversation starters (teacher made)

Select four students from the class. Have two students carry on a conversation behind an enclosure. Have two other students repeat to the class accurately what they heard.

HINT: Use starters such as: the most exciting part of a recent movie, what you and your friend like to do together, my lucky day, the most difficult thing I've ever done, my most embarrassing moment.

32 Oral Expression
10 Functional Communication
360 Giving Directions

DID YOU FIND IT?
Individual, Basic level

Have a student tape record directions for finding a secret, hidden object in the classroom. Allow the student to select another student who then listens to the directions and tries to find the object.

Hide the object outside the classroom in another part of the school building, if feasible.

32 Oral Expression
10 Functional Communication
360 Giving Directions

MAKE AND TAKE
Large group, Advanced level
Arts and crafts resource books

Ask a student to lead the class in how to make something such as a paper airplane, origami, torn paper art.

32 Oral Expression
10 Oral Communication
360 Giving Directions

GUESS WHAT IT IS
Small group, Intermediate level
Pairs of boxes of identical objects

Divide the students into pairs. Seat each pair at a table across from each other. Place a screen between the two students and give them each a box of identical items. Spread the items out in front of students and have one student describe to the other (who cannot be seen) which items are removed and returned to the box. The other student should have removed the same items.

Give each pair of students boxes of identical items. One student arranges items on the table and instructs the other on how to reproduce the same arrangement.

32 Oral Expression
20 Creative Communication
380 Self-Expression

I WANT
Individual, Basic level

Ask a student to tell what he/she wants. Encourage full expression. Modeling may be necessary, such as:

Teacher: "What do you want, John?"

Student: "I want a pencil."

HINT: If an English word is not known, supply it.

32 Oral Expression
20 Creative Communication
380 Self-Expression

THREE WISHES
Individual, Basic level
Paper, crayons, magazines, catalogues

Ask students to draw or find and cut-out pictures to illustrate three wishes and share their wishes with the class.

32 Oral Expression
20 Creative Communication
400 Storytelling

IMAGINING
Any size, Basic level

Arouse the imaginations of your students by asking them to describe how it feels to be "green" or "red" or "the sun" or "rain."

Extend by allowing students to: use tape recorder in listening center to record their story, make a chart story, illustrate the story, or combine writing and illustrations into a book to be placed in the library.

32 Oral Expression
20 Creative Communication
400 Storytelling

WORDS MAKE STORIES
Individual, Advanced level

Elicit words from the students by free association for 30 seconds. Write them on the chalkboard. Ask each student to choose three (3) words from the list. Give the students three (3) minutes to develop an original story using three words. Have students volunteer to share their stories.

Extend the activity by writing and illustrating individual stories.

42 Vocabulary Development
10 Basic
440 Nouns

MYSTERY OF THE DAY
Any size group, Basic level
Small suitcase or tote bag, puppet or doll, various common objects

Bring a group mascot (a puppet, doll or stuffed animal) to school each day in a suitcase or tote bag and set beside the teachers chair. See that the mascot has something new inside the suitcase each day which the students must identify. 1) Select one student to see the new object and give clues to the group until the object is identified. 2) Send one student from the room while the rest of the group is shown the object. Have the student return to the room and question the group until the object is identified. 3) Give each student the opportunity to touch the object while it is in the suitcase, offer a descriptive word and identify the object by touching it.

42 Vocabulary Development
10 Basic
440 Nouns

WORD TREE
Any size group, Advanced level
Large construction paper tree, fruit shapes

Place a tree on the wall or bulletin board. Provide a large space at the base of the tree for the root word. Place fruit (derivatives of root word) on the branches of the tree. Have students demonstrate knowledge of each derivative by using it orally in context.

HINT: Variations in stress pattern should be noted - homework, homerun.

42 Vocabulary Development
10 Basic
440 Nouns

WHAT DID YOU BUY?
Small group, Basic/Intermediate level

Arrange the group in a circle, with the teacher serving as leader. Begin the activity by identifying the situation and naming an article of clothing. For example:

Leader: Yesterday I went to the store.
Student 1: What did you buy?
Leader: I bought a sweater. (Touching sweater she is wearing.)
Student 1: Yesterday I went to the store.
Student 2: What did you buy?
Student 1: I bought some shoes. (Touching shoes he is wearing)

Continue the activity around the circle with each student naming an article of clothing or accessory he is wearing without repeating any mentioned before.

Use this activity to practice other categories, such as food, pets, classroom items.

HINT: Note use of determiners: A sweater, some shoes, or a pair of shoes.

42 Vocabulary Development
10 Basic
440 Nouns

WHO WORKS WHERE?
Any size group, Basic level
Pictures showing people in various occupations

Have student identify the various occupations shown in the pictures, then classify them in several different ways. For example: People who work indoors; people who work outdoors; people who are concerned with health; people who are concerned with safety; people who entertain.

Ask students to explain their reasons for grouping certain occupations together.

42 Vocabulary Development
10 Basic
440 Nouns

WHO WOULD USE IT?
Any size group, Intermediate level
Pictures of occupational equipment, places of employment

Display pictures of equipment and places and have students classify the pictures according to the occupation of the person who would use the equipment or the place. For example:

Teacher: Who uses the hose and ladder?
Student: A fireman uses the hose and ladder.
Teacher: Who works in a hospital?
Student: A doctor works in a hospital.

Have students make up riddles or guessing games to use with each other.

42 Vocabulary Development
10 Basic
440 Nouns

EVERYTHING IN ITS PLACE
Small group, Basic level

Help the students to understand categories by encouraging them to think of places where specific actions take place. For example, ask students to identify all the places where they eat, the places where they have fun, places where they buy things to wear.

42 Vocabulary Development
10 Basic
440 Nouns

CONCENTRATION
Small groups, Basic/Intermediate level
Pack of 30 cards with 15 sets of nouns and their plurals

Make a set of 30 "Concentration" game cards depicting 15 objects, once in the singular and once in the plural. (Use only regular plurals initially, then irregular). Have students play the game, rotating turns.

Explain the rules as follows: Lay the cards out in 5 rows of 6 cards with picture side down. Each player turns up two cards. If they match (such as a picture of one sheep and a picture of several sheep), the player must identify the object of the pictures and give the plural form. If he is correct, he can keep the cards. If incorrect, the cards are turned face down again. The player with most cards wins.

This game format can be used to practice synonyms, antonyms, compound words, picture-word correspondence.

42 Vocabulary Development
10 Basic
440 Pronouns

PRONOUN PRACTICE
Any size group, Basic/Intermediate level
Several common objects which can be held in the hand

Give a small object to each of the following: one girl, one boy, a group of two or three, yourself. Have the students hold the objects in front of the class while the teacher questions the rest of the students to elicit the names of the objects along with the subject pronouns. For example:
Teacher: What does Raul have?
Student 1: He has a pencil.
Teacher: What does Maria have?
Student 2: She has a ball.
Teacher: What do Victor and Amalia have?
Student 3: They have some paper.

Have one or two students close their eyes while an object is given to someone in the front of the class. Tell the students to open their eyes and question the rest of the class until the object is identified. For example:
Student 1: Does he have a pencil?
Class: No, he doesn't.

HINT: This is also good practice for question formation and short answers, as well as contractions.

42 Vocabulary Development
10 Basic
480 Verbs

FUN WITH VERBS
Any size group, Basic/Intermediate level
Action pictures of animals, common objects

Display an object, such as a ball, have the group identify the object and then ask them, "What do you do with it?" Encourage the students to supply action phrases such as roll it, throw it, kick it, catch it, bounce it, hold it.

Display a picture of an animal, such as a dog. Have the group identify the animal as a dog and then ask, "What does it do?" Encourage the students to think of as many actions as possible that are appropriate to a dog, such as runs, walks, jumps, barks, hunts, sniffs, whines, fights, sleeps, eats, chases, wags its tail. Have them try the actions.

Ask "Is there something it doesn't do?" Responses may include fly, talk, meow, bake a cake, read a book.

42 Vocabulary Development
10 Basic
480 Verbs

TELLING ABOUT THE PAST
Small group, Basic level

Have the students sit in a circle. Call one student up to you and whisper directions for doing an action. After the action has been completed, ask another student what was done. Then ask the student who did the action what was done. For example:

Teacher: (whispering to student) Walk to the door. What did Sandy do?
Student: He walked to the door. (or walked across the room)
Teacher: (to Sandy) What did you do?
Student: I walked to the door.

Have students take turns making up and doing their own actions while the rest of the group guesses what the action was.

42 Vocabulary Development
10 Basic
480 Verbs

GOING ON A TRIP
Small group, Intermediate level
Suitcase

Have the students sit in a circle. Display a suitcase and say, "I'm going on a trip and I'll take a suitcase." Each student in turn repeats the model sentence and adds an additional item that will be taken on the trip. For example:

Student 1: I'm going on a trip and I'll take a suitcase and a camara.
Student 2: I'm going on a trip and I'll take a suitcase, a camera, and an umbrella.

Have students compare two different materials. For example:
Teacher: Compare these two for me.
Student: This one feels softer than that one.

HINT: For younger students, put objects one at a time in a bag or box and have each student touch and describe them.

42 Vocabulary Development
10 Basic
500 Adjectives

DOUBLE DESCRIPTORS
Small group, Intermediate level
Well-known objects or pictures of objects

Have students sit in a circle with a box of objects in the center. Have each student, in turn, select an item and give a descriptive sentence using two adjectives. Give points for each original work chosen. For example:
Student 1: This is a small, black button. (2 points)
Student 2: This is a brown, wooden chair. (2 points)
Student 3: This is a small, thin pencil. (1 point)
Student 4: This is a soft, red scarf. (2 points)

HINT: Other structures can be used, such as "I have...", "I see a ...", "I wish I had..."

42 Vocabulary Development
10 Basic
500 Adjectives

WHICH ONE?
Small group, Basic level
Classroom objects

Line up several objects (such as books) on a table or chalk rail in front of the group. The objects should vary in color, size or some other characteristic. Model the desired response by pointing to one of the objects and say "This book is old." The students must understand that this refers to a near object and that implies some distance. Include plural forms these and those. For example:
Teacher: Which book is red?
Student: That book is red. (pointing to the red book)
Teacher: Which book is first?
Student: That book is first.
Teacher: Which books are small?
Student: Those books are small.

42 Vocabulary Development
10 Basic
520 Adverbs

TELLING HOW IT'S DONE
Small group, Basic level
Action pictures

Present a small group of students with a picture that shows action or emotion and elicit descriptive words. Encourage the students to describe how the action is being done. Have students take turns acting these words out while the rest of the group tries to guess which word is being demonstrated.

42 Vocabulary Development
10 Basic
520 Adverbs

TELLING WHEN
Small group, Intermediate level
Representation of a continuum

On the blackboard or on large paper, draw a time continuum. Have each student briefly relate a personal experience built around one of the time expressions on the continuum. For variety, let the students select the time frame sometimes. At other times, assign it.

HINT: Clock times and days of the week could be included in this activity as well as approximate times, such as soon, recently, in a few days, a week ago. For example:
Teacher: When did you go to the dentist?
Student: I went to the dentist last month.
Teacher: When will you go to the dentist again?
Student: I will go to the dentist in six weeks.

42 Vocabulary Development
10 Basic
540 Prepositions

WHERE ARE WE?
Small group, Basic/Intermediate level
Pictures showing places and modes of transportation

Display pictures showing common places and modes of transportation to a small group of students. Have the

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students take turns describing the pictured location using prepositional phrases. For example:
Teacher: (holding up a picture) Where are we?
Student: We're at the airport. (at the library, in the car, on the bus, at home, in church, at school)

For communicative practice, have students speculate on the whereabouts of an absent student. For example:
"Where could Jane be today?"
"She could be at the store."
"She could be in Chicago."
"She could be at the dentist's office."

42 Vocabulary Development
10 Basic
540 Prepositions

WHERE IS IT?
Small group, Basic level
Table, small box, 2 objects

Gather a small group of students in front of a low table on which has been placed a small box and two common objects. Give individual students oral commands that tell them where to move the objects in relation to the box. For example:
Teacher: Put the pencil under the box.
Put the pencil between the box and the eraser.

Have students take turns being the one to give the commands.

Extend by moving the box and the objects around and having the students describe the position of each item in relation to the other two. For example:
Teacher: Where is the pencil?
Student: On top of the box.

42 Vocabulary Development
10 Basic
540 Prepositions

FIND WHERE IT IS
Small group, Intermediate level
Several common objects

Have the students close their eyes while one or several well-known objects are hidden around the room. Encourage the students to ask questions about the location of each object until all are found. For example:
Teacher: I have hidden the eraser.
Student: Is it under your desk?
Is it behind the piano?
Is it on the window ledge?

Extend by using tag questions. For example:
Student: It's under the desk, isn't it?
Student: It's behind the piano, isn't it?

Extend by using past tense. For example:
Teacher: I found the eraser. Guess where it was.
Student: Was it in the waste basket?

HINT: This activity could be done with teams.

42 Vocabulary Development
10 Basic
560 Conjunctions

YOUR CHOICE
Any size group, Basic level
Common Objects

Display a number of common objects on a table in front of the group. Ask each student to choose two favorite things. Ask the students, one at a time, to describe their choices. For example:
Teacher: Which two things do you choose?
Student 1: I choose the dog and the horse.
Student 2: I choose the plane and the helicopter.

Give the selected objects to students.

Have student complete sentence with reason for choices. For example:
Student: I choose the dog and the horse because I like animals.

Have students do similar activities using or instead of and. For example:
Teacher: Which thing would you like?
Student: I would like the plane or the helicopter.

Give only one object to the student.

42 Vocabulary Development
10 Basic
560 Conjunctions

LET'S GO SHOPPING
Small group, Advanced level
Collection of old toys, food packages, clothing items

Set up a store situation and have students alternate playing clerks and customers. Encourage students to use sentence

structures which include various uses of conjunctions. Teach short dialogues if necesary to set the pattern. For example:

Student 1: What do you want to buy?
Student 2: I want some bread and some milk.
Student 1: Do you want white bread or dark bread?
Student 2: White bread.
Student 1: Do you want to buy a scarf?
Student 2: Do you like the blue scarf or the red scarf?
Student 1: I like the blue scarf but not the red scarf.

42 Vocabulary Development
20 Expanded
600 Synonyms

GUESS THE ANSWER
Large/small group, Intermediate level

Make riddles for words which are spelled the same but have different meanings (homographs). Challenge the students to guess the answer to the riddle. Choose words such as train, saw, run. For example:

I am thinking of a five letter word which would take me on a long trip and follow a bride down the aisle". (train)

I am thinking of a word which is useful when building a house and something we did yesterday with a film." (saw)

HINT: This activity could then become student-centered by having students develop a challenge riddle to bring to the class.

42 Vocabulary Development
20 Expanded
620 Antonyms

THINK FAST
Large/Small group, Intermediate/Advanced level

Explain that this game begins with one student becoming the leader, choosing a word, and calling it out, e.g. hot. Have the other students then try to "think fast" and call out a word which means the opposite of hot, e.g. cold. Have the student who called out "cold" become the new leader of the game, choosing a new word and calling it out. Encourage the students to choose more difficult words as the game continues. (The teacher could take a turn occasionally to demonstrate).

Vary the word difficulty to fit level of students.

Choose categories of words taken from other classroom activities, in science (e.g. sunny-cloudy), social studies (democracy-dictatorship); math (add-subtract).

42 Vocabulary Development
20 Expanded
620 Antonyms

WORD PICTURES
Individual, intermediate level
Magazines, picture file, glue, scissors, large sheets of tagboard or brown wrapping paper

Use two (2) sheets of paper, one with a key word printed on top, the other with the opposite of that key word printed on top, e.g. Big, Little or Happy, Sad. Have the students cut and paste pictures to illustrate the word pairs. Encourage student volunteers to present their pictures and word pairs to the entire class, telling why they chose each picture.

42 Vocabulary Development
20 Expanded
620 Antonyms

WORD COLLAGE
Any size group, Advanced level
Magazines, glue, scissors

Raise the level of Word Pictures by having students cut out pictures and make a collage to illustrate antonyms. The vocabulary level of the word pairs should be more difficult at the Advanced Level (e.g., fact-fiction; affluence-poverty.)

Extend by using newspapers.

HINT: Have students bring in magazines.

42 Vocabulary Development
20 Expanded
640 Multiple Meaning Words

DOUBLE DUTY WORDS
Large/Small groups, Advanced level
Job Applications

98

Present various kinds of words taken from job applications which have a specific meaning in that context. For example: single, model, dependent, grade. Discuss the specific meaning of each double duty word in the context of

completing a job application. Then change the context by providing the students with other meanings of one of the double duty words. Ask the students to spend some time during the week finding multiple-meanings for each word and to bring examples to class toward the end of the week. Discuss the multiple meanings for the words of the week with the students.

Students could bring in additional words which do double duty from additional job applications, restaurant menus, drugstore visits, vocational classes.

42 Vocabulary Development
20 Expanded
660 Figurative Language

EXAGGERATED WORDS
Large/Small groups, Intermediate level

Introduce the term "exaggeration" and discuss with the students any exaggerations you have heard them use recently. Ask the students to listen to you or anyone else on the school staff during the school day and see if they can spot any exaggerations. For example:

"I am dead tired right now!"
"You've been talking all day, John."
"There must have been a million ants at the picnic."

Discuss with the students that while these exaggerations are not literally applicable, they clarify what a speaker means very quickly and vividly.

HINT: Students could draw some of the exaggerated phrases or cut out pictures illustrating the exaggerations for a bulletin board.

42 Vocabulary Development
20 Expanded
660 Figurative Language

HYPE IN ADVERTISING
Large/Small group, Intermediate/Advanced level
Newspaper and magazine advertisements

Help students understand the term "hype" in advertising by using words from advertisements which illustrate a "hard sell ad". Words such as "sensational savings", "one time only", "unbeatable bargain" often appear in ads. Bring these advertisements to class for general discussion. Then, have students locate their own ads and bring them to class to create a bulletin board of exaggerated words. As an extention of this activity, the television and radio ads could also be used.

Career Awareness

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GENERAL DESCRIPTION

One major problem of today's secondary migrant students is their inability to make sound decisions regarding their career and vocational future due to their lack of knowledge and information about the wide range of career opportunities available to them, and the absence of guidance services and opportunities to become exposed to occupations other than that of the seasonal farm worker.

In order to meet the career awareness needs of Indiana's secondary migrant students, the Burris-Ball State Migrant Education Program has developed a career awareness residency project which provides eligible participants with an opportunity to become exposed to different occupations and careers,and their accompanying qualifications, special educational and experiential requirements, and duties and responsibilities. In addition, students receive guidance services through their participation in workshops conducted bilingually on topics such as where to look and how to apply for a job, the interview, and how to prepare a resume if requested by the potential employer. Finally, students have an opportunity to socialize with peers, spend time in campus classes, and engage in a wide range of culturally enriching activities.

In order to participate in the career awareness project, participants are required to live on the Ball State University campus for a specified number of days under the supervision of two program chaperones. Meals, lodging and transportation are provided by the project.

To be considered for admission into the program, participants must secure their legal guardian's permission and complete a "Vocational Interest Survey Form" (VISF). VISF forms are available from Migrant Education Services (MES) field staff. The MES staff is responsible for: 1) determining the student's interest; 2) selecting participants; 3) ensuring that students are on time at departure places; and 4) notifying the Ball State Migrant Student Personnel Specialist of participants' names.

Auxiliary Services

SECONDARY CREDIT EXCHANGE PROGRAM

National statistics show that migrant students have one of the highest dropout rates of any group of high school students. Approximately 90 percent of those who enter high school never finish. One factor contributing to their decision to drop out early is the fact that they do not see the time when they will complete their high school graduation requirements. This goal seems out of reach to them because of their high geographical mobility rate, the differences in learning opportunities and graduation requirements from state to state, and the unwillingness of some school districts to grant credit for academic work completed outside of their school boundaries.

In trying to alleviate this situation, the Burris-Ball State Migrant Education Program has developed a Secondary Credit Exchange component whereby current migrant students are able to make uninterrupted progress toward the completion of their high school graduation requirements while in Indiana. This is accomplished by providing them with learning opportunities that correspond to those of their homebase schools, and by forwarding completed academic work and grades of each individual student to her/his homebase school for the receipt of appropriate credit.

Secondary migrant students who are interested in participating in the Secondary Credit Exchange component must express their desire to the Migrant Education Services (MES) field staff representatives. The MES representative will in turn collect the necessary information on each

individual student and forward it to the Burris-Ball State Migrant Education Center Personnel Specialist. The Student Personnel Specialist will contact the student's homebase school to: 1) obtain the necessary academic information; and 2) ascertain their willingness to accept successfully completed academic work done in Indiana toward the completion of the student's graduation requirements. Students are enrolled in appropriate learning activities after credit granting assurances have been obtained from their homebase school. In order to ensure credit granting action by a student's homebase school, a Secondary Credit Exchange Form (SCEF) for each participating student is completed after instruction has ended.

STATEWIDE NEEDS ASSESSMENT

Recognizing that teachers and aides of migrant students often have special training needs, the Burris-Ball State Migrant Education Program has developed a statewide Needs Assessment Survey. This survey has been designed to identify the training needs of teachers with regards to providing effective educational experiences for migrant students.

R.I.F. PROGRAM AND XEROX BOOKS

Indiana has received serveral thousand books which have been provided by Reading Is Fundamental, Inc. (R.I.F.) and Xerox Education Publications. These books are available to any Indiana migrant education progran and are distributed through the Migrant Education Center. (For additional information on book distributions, see page 28.)

THE MIGRANT STUDENT PROFILE

In order to promote a better understanding of the "Migrant Child" among interested school personnel in Indiana, the Burris-Ball State Migrant Education Program will conduct a study of two randomly selected groups of students from throughout the state. One of the groups will include students from a migrant background. The other group will include students from a non-migrant background. tne study will concentrate on students between the ages of 12-20.

The necessary information for the study will be generated through a data retrieval instrument which is directed at the areas of background, homelife, linguistic skills, values, interests and learning attitudes. The collected data will be analyzed and compared, and a report will be written of the findings. A final report containing the findings of the study will be disseminated throughout the state of Indiana to be utilized as a reference source by school personnel when engaging in materials and/or curriculum development responsibilities relative to the migrant child.